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American VOCATIONAL Journal

DECEMBER, 1955

The Journal salutes NEVADA

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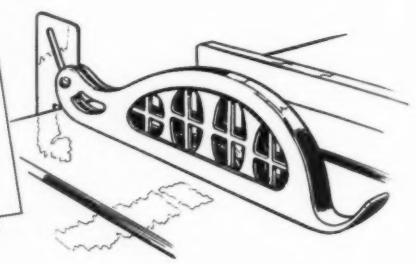
THINK for TWO —the machine and you!



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American VOCATIONAL Journal

Official Publication of the
American Vocational Association, Inc.,
Featuring exclusive coverage of vocational and industrial arts education

VOLUME 30 NUMBER 10 DECEMBER 1955

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The American Vocational Journal is published monthly, September to May, inclusive, by the American Vocational Association, Inc. Entered as second class matter at the Post Office at Washington, D. C., under Act of March 3, 1879. Contents are copyrighted by the American Vocational Association, Inc. All members of the American Vocational Association, Inc., receive the Journal; 25 per cent or more of membership dues reserved for Journal. Membership applications should be submitted through state vocational association secretaries. Orders for subscriptions for libraries and non-members at $3.00 a year should be sent to AVA headquarters, 1010 Vermont Ave., N. W.

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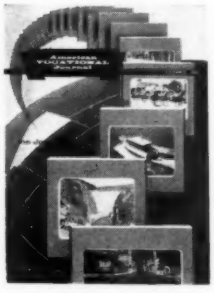


THE COVER

The unique personality of Nevada seems especially suited to the kaleidescopic effect that was created by Prezioso, Rex Engraving Company. Ranking sixth in area among the states and 48th in population, Nevada has of necessity designed a program of vocational and practical arts education that is adaptable to unusual needs. Read all about it, pages 3-10. Be sure to include in your reading the special messages from Nevada's Governor, Charles H. Russell, and Nevada's State Superintendent of Public Instruction Glenn A. Duncan.

from the Nation's Capital

THE JOURNAL SPOTLIGHT THIS MONTH is on Nevada – a state that each year can boast of 100 percent membership in the AVA. This is positive evidence that vocational forces in Nevada are professionally minded and anxious to do their full part in protecting and promoting the further development and improvement of vocational and practical arts education in this country.

Behind The Iron Curtain

For more than six years, I have been writing, speaking and talking to people about the fact that Russia has for several years been stepping up its engineering, scientific, technical and vocational training programs at an ever-increasing pace. Detailed information on what is taking place behind the Iron Curtain has at last been documented in a book, *Soviet Professional Manpower,* prepared by the National Science Foundation, and printed by the U. S. Government Printing Office. See review on page 32 of this issue of the JOURNAL.

There is much evidence that Russia is trying desperately, through the expansion of engineering, scientific, technical and vocational training programs, to increase and improve production and thus place itself in a strong position to compete with us and the rest of the free nations for the markets of the world. This is without doubt one of the major long time goals of the Soviets.

On July 16, 1916, the late Congressman Dudley M. Hughes, in a speech on the floor of the House of Representatives in support of the bill he had just introduced (which later was approved and became known as the Smith-Hughes Act), stated:

"National efficiency is the sum total of efficiency of all individual citizens, and the national wealth is the sum of their wealth producing capacity. . . . In the markets of the world we compete not as individuals but as a unit against other nations as units. . . . This makes the protection of our raw material and of our productive skill and human labor a national problem and unquestionably introduces a national element into vocational education, making the right preparation of the farmer and the mechanic of vital concern to the nation as a whole. . . ."

This, through the years, has been one of the strong arguments in favor of financial support for vocational education at the national level. The statement by the late Congressman Hughes, made almost 40 years ago, applies as well today as it did that day in July 1916 when it was first enunciated.

The *Washington Star* is in the process of publishing a series of articles comparing the training of professional and skilled manpower in Soviet Russia with that of the United States. One of these articles has been reproduced by the American Vocational Association and others probably will be. We will send *one* free copy of each article reproduced to anyone who requests it.

Let's Consider Low Salaries Again

From one end of America to the other people are becoming concerned with the low salaries paid to vocational teachers and officials in this country. The same is true of teachers in other fields. The problem seems to us to be more acute, however, in the scientific, technical and vocational fields.

We cannot maintain effective programs unless we keep in the profession well trained, competent and devoted people. This problem involves not only teachers but supervisors, directors, teacher trainers and others. Salaries of virtually all vocational and practical arts personnel have not kept pace with the increase in cost of living or with salaries paid others in similar work.

In a recent publication prepared by the well known economist, Beardsley Ruml, reporting the findings from a survey of salaries of educators, it is pointed out that *"The American System is deteriorating in the sector most critical for future progress and well being. . . . It is imperative that we bring into education the highest talent."*

Mr. Ruml further stated in the report that *"public education has failed to participate in the national prosperity."*

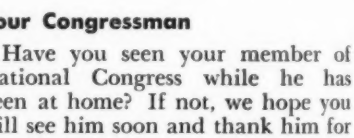
There appeared in the October 21 issue of TIME magazine an article dealing with salaries of educators under the heading *On The Skids.* This article – in a magazine with wide circulation throughout the nation–depicts the economic dilemma of educators in leadership positions because of low salaries.

You And Research

This is the title of AVA's newest publication. It should be of interest to every vocational and industrial arts worker throughout the nation. Order your *free copy* today and read how you can play a part in bringing about a program of research that will result in keeping your phase of education sound and effective.

Your Congressman

Have you seen your member of National Congress while he has been at home? If not, we hope you will see him soon and thank him for the liberal increase in appropriations for vocational education. *This is most important!!!* As a result of the increase of almost eight million dollars in federal funds for vocational education in the past two years, several hundred thousand additional Americans are now receiving vocational training. This is important to the nation and it is important to AVA members that they have the opportunity of rending this great service. Won't you please let your U. S. Representative and Senators know you appreciate the confidence members of National Congress have in the work you are carrying on as evidenced by the very liberal increases in appropriations.



Executive Secretary and
Editor-in-Chief
American Vocational Association

In these pages

As we reach you this month in the midst of your preparations for another yuletide, we hope our pages sparkle with specials for the season!

Annually we furrow our brows as we attempt to create an appropriate Christmas message for the huge family of vocational and industrial arts educators whom we serve.

Annually we decide we'll do the best we can but our best just isn't effective enough to reach each one of you personally, as we would if we could.

This year we want especially to thank all of you who offer such fine support for your professional magazine. *Journal* contributors and *Journal* reporters are essential helpmates. Equally important are you who read carefully each monthly issue. This, in itself, is the finest tribute we seek for the job of assembling for you regularly the *American Vocational Journal*.

Know then as you read with us now that your time, your attention and your interest meet with the deep appreciation of your *Journal* staff . . . not only at the advent of a new, Merry Christmas, but throughout the days and weeks and months of each new year.

Our December pages have a new idea for DE coordinators, page 11; a complete instructional unit for industrial arts teachers, pages 16, 17; and a review of the place of art in the home, page 13.

We hope you'll read the salute to Nevada, beginning on page 3. And in *San Diego Serves Them All*, trade and industrial personnel and others who work in vocational and practical arts programs will be reminded of the reasons why vo-ed is truly a great public service (page 12).

You'll find other features in your *Journal* this month, plus plenty of news from the field.

COMING UP

Next month we'll feature complete coverage of the 49th annual vocational meeting. Editorially and photographically we'll work to present the complete story of proceedings in Atlantic City, December 5-8.

Remember to join AVA now for next year and the *Journal* will reach you without interruption.

American Vocational Association, Inc.

The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields; agriculture, business, distributive, home economics, industrial arts, trade and industrial, rehabilitation, guidance.

Guest Editorials

Charles H. Russell, Governor of Nevada—

NEVADA FEELS that it has every right to be proud of its record in connection with vocational education.

Since 1863 vocational education has been recognized as an integral part of the state's school system. It was in 1863, prior to the admission of Nevada to the Union, that the territorial legislature provided a uniform system of common schools and encouraged the promotion of intellectual, literary, scientific, mining, mechanical and moral improvements.

Vocational education today continues as an essential and integral part of the state's educational program. Expansion of the vocational program coincides with the marked increase in Nevada's growth.

Nevada's public schools are charged with the responsibility of providing a comprehensive educational program available to all, in order to produce a progressive, and enlightened citizenry.

That education is designed for wholesome living as well as providing preparation for earning a living.

It is recognized that all boys, girls and adults need education which will make them good citizens, efficient producers and intelligent consumers.

Nevada's objective in its public schools is to meet such demands.

Nevada's program of vocational education is not offered in lieu of a general academic course. It grows out of, supplementing and enhancing, academic education.

Presently, throughout Nevada, there are 26 centers where students avail themselves of vocational training in one or more of the fields of agriculture, trade, industry, distribution, business, practical nursing or the universal occupation of homemaking. Guidance and occupational information also is available.

Itinerant instructors are provided in such areas as prospecting and mine training, firemen training, public service and skill improvement. During the last five years enrollment in vocational education classes has more than doubled. This proves the need for increasing attention to such phase of education.

It is the feeling in Nevada that vocational education is contributing to the development of the state's resources and it will have a far-reaching effect as Nevada prepares to meet even greater opportunities.

Glenn A. Duncan, Nevada State Superintendent of Public Instruction—

THE PURPOSE OF vocational education is sufficiently well known by both professional and lay people to make unnecessary any explanation for its being. In the last four years in Nevada the budget for the vocational department has been quadrupled, and the staff increased.

In this department's long range planning, we have in mind the ultimate acquisition of the United States Government Indian school plant located at Stewart, a few miles from the capitol city of Carson. This would make a nearly ideal technical trade school facility for terminal education of our students, including those of Indian origin, above the high school offerings, and a state blind, deaf and dumb school. At present we have to make use of our neighboring states to supply these needs, but the growth of the state will in the not too distant future make such procedure uneconomical. This fact, I am sure, will be recognized by our legislators.

Our supervisional staff on the state level for the vocational program has a better numerical ratio with children taught than the regular school program. This was recognized by the recent survey team from the Peabody Institute, whose recommendations were, in the main, enacted into law by our last legislative session. This furnished leverage for the expansion of the state department staff, which has long been in need of specific supervisional services. In July of 1956 many educational advances will be inaugurated in Nevada, and the vocational training will stride along.

You work in a field which should be extremely satisfying, as you guide young Americans along roads that lead to a definite "somewhere." Too many people are aimlessly wandering *anywhere*, drifting and not aiming. . . .

I like the approach to our goal of a good education for every person which, in simple language, prepares us for living by giving us knowledge, which helps us understand, and appreciate, the art of living; but with this knowledge each one of us should have some skill which completes the toolkit everyone should carry as he crosses into the threshold of adult responsibility. Vocational education should be respected along with Readin', Writin', and ability to make out your income tax return. . . .

You should feel more than complimented, when you realize that Congress again this year increased the appropriation for vocational education above the amount recommended by the Bureau of the Budget. I can tell you straight from the shoulder that it must be a splendid and practical program which wins this kind of a "pat on the back" from those tight-fisted members of the House and Senate who sit in judgment on spending the tax money collected from each and every one of us.—*Alan Bible, United States Senator from Nevada, speaking to Nevada State Vocational Association.*

For successfully prospecting for and mining the rich gold ore of vocational education the Journal salutes

NEVADA

NEVADA IS A LAND of vast domain, rich in natural resources, scenic wonderlands and industrial opportunities. It ranks sixth in area (110,690 square miles) and 48th in population (230,000). With an anticipated population increase of 37 percent in the next ten years, it is one of the nation's fastest growing states.

Nevada is 485 miles long and 315 miles wide. Included in this area are many mountain ranges, desert valleys, some timbered sections, and a great deal of arid land covered with sagebrush and greasewood. Rich ores from its barren looking but hughly mineralized hills helped unify the nation during the Civil War. Today it contributes mightily to the entire nation as a proving ground in the battle of world atomic might.

The state's industrial potential has not yet been tapped even though some large and many small industries are locating within it.

Nevada has many small irrigated valleys. Of the 70,641,000 acres, about 72 percent is federal land known as the public domain, and an additional 12,000,000 acres are set aside for Indians, forests, game refuges, reclamation, and historical sites.

Nevada early recognized the need for vocational education. The territorial legislature in 1861 provided for the establishment of a system of common schools in the Territory of Nevada. The intent of the original act was to allow schools to develop a course of instruction to meet future needs of the territory and state. In 1864 the Nevada Constitution provided for the legislature to "encourage by all suitable means the promotion of intellectual, literary, scientific, mining, mechanical, agricultural and moral improvements."

The first vocational education course in Nevada was established by law in 1884 conforming to the Act of 1873. The Board of Directors at the State Orphans Home instituted organized instruction for industrial, agricultural and homemaking activities. Early in 1900 several area vocational mining schools were established. Some of these remained active until 1943. The real impetus for vocational education in Nevada came upon the acceptance of the Smith-Hughes Act, approved by the Nevada legislature on March 24, 1917. John Edwards Bray was State Superintendent of Public Instruction at the time the state accepted the federal act. He was an educational leader who was very much interested

in providing a program that would meet the needs of all young people. He realized the need for vocational training for that large group who did not plan to pursue a professional training course, but who eventually would find their place in filling the more common vocations of life. He was a progressive leader and, therefore, he was influential in the inauguration of this program.

The first school district to apply for reimbursement on the instructional cost of a vocational course under the Smith-Hughes act was that of Metropolis for vocational agriculture. This was received May 23, 1918 and was followed closely by applications from Virgin Valley High School at Bunkerville and the Douglas County School at Gardnerville.

The original state act provided a state biennial appropriation of $35,000 which remained unchanged until 1940. From these early beginnings considerable progress has been made in the entire vocational education program in Nevada. This feature briefly describes the major vocational education activities in Nevada.

Elbert Gardner, vo-ag student, exhibits with just pride his prize winning steer.

Agricultural Education

Vocational education in agriculture has continued to serve Nevada since the first program was established under the Smith-Hughes Act in 1918. Vocational agriculture in Nevada is an organized, systematic vocational education program for persons who are farming or who are preparing to become farmers. Its primary purposes are to increase farming proficiency and enhance rural living opportunities through personal development in skill training and information leading to wise decisions in farming and rural living. Class instruction is carried on in vocational agriculture departments in the rural high schools. At present there are 13 vocational agriculture departments in as many rural high schools. The citizens of Nevada have equipped these high schools with agriculture classrooms, farm mechanics shops, libraries and instructional equipment. Vocational agriculture teachers visit students out on their farms to correlate the instruction given in the classroom with the actual farm practices carried on by farm members.

Nevada provides a complete program of vocational agriculture including high school, young farmer and adult farmer classes.

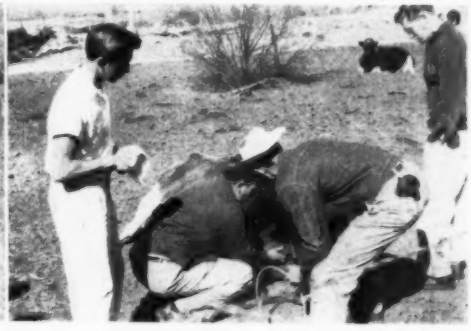
Agriculture in Nevada varies greatly. The thermal areas of Moapa Valley and Virgin Valley in the southern part of the state specialize in off-season truck gardening and supply a great demand for celery and tomato transplants grown under field conditions. Small farms are the rule in this area. Pahrump Valley in southern Nevada is the newest agricultural area specializing in cotton and alfalfa production. Here, 5 to 6 cuttings of alfalfa per season is usual. Agriculture in the northwestern portion of the state is diversified with dairying, beef cattle and alfalfa production having prominence. It is interesting to note at this point that the now highly productive area of Churchill county is irrigated from the first federally sponsored Newland Reclamation Project. Range livestock production is the number one agricultural industry in Nevada with Elko county, the largest county in area in the United States (100 miles square) being in the center beef cattle ranching. Nevada has 3110 farms and ranches with an average size of all farms at 271 acres.

Results of the Nevada vocational agriculture program have been gratifying. Many Nevada farms and ranches are now operated by graduates of the program. Successful establishment in farming placements of the high school vocational agriculture graduates have exceeded 50 per cent.

The Future Farmers of America is an integral part of the Nevada vo-ag program. The FFA is designed to provide training in leadership, citizenship, cooperative and civic activities. The Nevada State FFA Association received the 11th charter from the national organization on April 20, 1929. There are 13 active FFA Chapters with approximately 400 active members. With the smallest state population and one of the smallest state FFA Associations, Nevada has received considerable national recognition by having four National FFA Officers, four Regional Star Farmers of America, 21 American Farmers and five Regional FFA Foundation sponsored establishment in farming award winners. The State FFA Association has also awarded 211 State Farmer degrees. Ninety-one percent of the American Farmer degree recipients and 80 percent of the State Farmer degree recipients are presently established in farming.

Organized instruction is offered young farmers and a Young Farmer Association was formed in 1952. Many of the vocational agriculture departments provide adult farmer classes designed to meet the needs of those enrolled.

L., students are shown with the ram owned by the FFA chapter in Lovelock, Nevada. Below is example of on-farm instruction, part of the vo-ag program.



Advisory committees organized in most of the vocational agriculture departments assist in giving direction to the program in order that individual and community needs can be met.

Vocational agriculture is serving Nevada well. A need, however, still exists whereby expansion is needed in rural schools not now having departments. Expansion is also needed in the area of organized instruction for young farmers and adult farmers.

The Mineral County Auditor's office participates as a training station for business education students in Nevada.

Business and Distributive Education

Nevada, with only two cities over 25,000 in population and but eight between 2500 and 10,000, presents an unusual challenge to vocational education to provide training for office and distributive occupations. High school enrollments range from a minimum of 10 in schools isolated by distance, road conditions or other natural or physical factors to a maximum of approximately 1700, with 20 out of the 36 high schools having less than 100 students.

The business education program in Nevada public high schools thus varies greatly depending on the school providing the instruction. A few schools are able to provide a complete office occupations program including cooperative part-time training; while others offer a minimum of instruction in typing and shorthand or bookkeeping. Thirty-two of the 36 high schools give some type of business education training.

Regardless of size, communities still have need for trained office and store personnel. Vocational training helps retain better young people after they graduate from high school as many of them have already found their place in community life through cooperative programs. In order to provide the best business training possible more emphasis is being placed upon better coordination and supervision with the formation of a new division of business and distributive education in the Nevada State Vocational Department.

Although the office occupations and commercial business courses were excluded from the federal vocational education acts, this type of training is equally as important as those vocational trainings federally reimbursed. From the standpoint of numbers enrolled, business education is the largest of the vocational programs in Nevada and opportunities for the placement of those competently trained are innumerable.

Distributive education is new in Nevada. It is the youngest and smallest of the state's vocational programs and up to this year, was carried as a branch of the trade and industrial section of the vocational education department. Following the adoption of a state plan in April 1953, the first two cooperative day school classes were started in September of that year. They proved successful and two additional programs were started last year, with a total enrollment of 125 in the four. Evening school classes were also conducted in four centers and it is in this area that considerable expansion is anticipated.

In each cooperative class trainees may represent almost as many different businesses as there are students. Coordinators strive by use of individual projects to relate the class instruction closely to the work experience; at the same time providing a core of technical, human relations and economic information essential to all distributive employees. The cooperative training program is popular with students, parents, and employer-trainers.

Guidance Services

Techniological advances in recent years have had a tremendous influence on occupational opportunities and social developments in modern day society. As society becomes more complex and the nature and structure of occupations change, individuals increasingly need assistance in utilizing their talents and opportunities.

Vocational education, a specialized area of the total program of education, is intended to meet training needs of persons who are preparing for employment, and to supplement or extend training for those who are employed. It is recognized that the selection of the persons to be trained and their vocational adjustment are important factors in the success of a vocational education program.

Vocational guidance is the service which provides the individual with information about his personal assets, his limitations, training opportunities and occupational opportunities. Counseling is the individualized service of the vocational guidance program. The counselor assists the individual in interpreting the accumulated data so that he may intelligently arrive at decisions and plan adjustments relative to the selection of an occupational goal, training, and personal development.

It follows, therefore, that a program of vocational guidance services is an essential service in a vocational education program.

Nevada's Occupational Information and Guidance Service, established in 1951, provides for the promotion and development of organized guidance services in the public schools. There were 26 counselors with scheduled time for guidance activities in the secondary schools, 1951-1952. The ratio of counselor time to student enrollment was one hour daily per 1,001 students. Since the provision of leadership at the state level, guidance services have steadily expanded and improved. The past year there were 39 counselors with scheduled time in the secondary schools. The ratio of counselor time to student enrollment decreased to one hour daily per 701 students. This increase in number of counselors employed and the decrease in the ratio of counselor time to student enrollment is evidence that many administrators recognize the need for organized services as a part of the educational program.

Although there has been remarkable improvement in the schools employing counselors, services need to be expanded, improved and better

coordinated with the instructional and administrative aspects of the educational program.

An important factor to further development is acquiring trained guidance personnel. Initial plans have been developed to alleviate the shortage of personnel. The University of Nevada, College of Education, has expanded its curriculum offerings to include a minor in guidance and counseling at the Master's level. The University and the State Board for Vocational Education jointly sponsor a Guidance Workshop during the summer. The State Supervisor of Guidance Services conducts inservice development sessions in the local high schools.

Public school personnel, college personnel, and public agency personnel lend their support and cooperation in statewide planning. With this support and cooperation, the possibilities for continued development and further expansion of guidance services in Nevada appear promising indeed.

Homemaking Education

The high marriage rate in the United States today and the tendency for brides and grooms to be younger than in the past is evident in many Nevada homemaking classrooms where engagement rings are appearing before graduation and where wedding rings are often being worn proudly these days. Many of these young brides will soon be fulfilling the dual roles of homemakers and workers because the men they marry have often not completed their education or training or may not be established in a vocation. The additional income, they figure, will help them to establish a home.

Nevada vocational homemaking teachers recognize this trend in our society and are trying to prepare women for their dual roles by emphasizing quick and satisfying ways of doing essential homemaking tasks, by stressing efficiency in arrangement and methods of work, by helping students learn how to select, use, and care for labor-saving equipment and by stressing the use of time, energy, and money to advantage.

More and more in Nevada high schools, classes in family life education for boys and girls are helping men as well as women become adjusted to their changing roles in the process of homemaking for now that wives are sharing the role of wage earners, husbands are sharing the home responsibilities. Recognizing that the primary function of the family today is the personality development of its members, classes in family relations emphasize principles of mental hygiene — understanding oneself and others, developing healthy personalities in children, and creating a happy family life.

As a means of helping Nevada homemaking teachers to feel more adequate in teaching mixed classes for boys and girls in this area of family living, summer workshops with nationally known consultants have been held periodically. This past summer, for example, Dr. Glenn Hawkes, Head of the Department of Child Development, Iowa State College, was consultant for a two-week workshop in "Methods and Materials in Teaching Family Relations" held at the University of Nevada and sponsored jointly by the University of Nevada and the homemaking division of the State Department of Vocational Education.

Nevada vocational homemaking teachers are working on a continuous curriculum development program geared to the needs of modern families. Each year during the annual vocational teachers' workshop held in August, some aspect of curriculum chosen by the teachers is studied and curriculum materials produced. This year new trends in the area of housing were explored as well as methods and materials for teaching this area.

In developing these curriculum materials, Nevada teachers are extending the walls of the typical classroom to include home experiences, community experiences, and FHA experiences which contribute to the goals of the homemaking program.

One senior, for example, worked on a home improvement project of making the backyard more liveable. He built a high rock fence, prepared flower beds as a border, built an outdoor fireplace, and repaired a sidewalk.

Opposite, boys join the homemaking program in Nevada with keen interest. Above, coop DE students display merchandise.

The community is also used for learning experiences as Nevada homemaking teachers invite many local resource people to classes to share their talents and knowledge. One homemaking teacher reported the following: "While studying money-management, a local banker was chairman of a panel discussion on services a bank provides. A local insurance man familiarized the students with proper ways to fill out income tax forms and answered specific questions pertaining to this age group. Another insurance man explained the types of insurance available with advantages of each and explained how a plan chosen should be tailored to fit each family or individual."

Homemaking students are also developing an understanding of the family and its relation to the community. FHAr's have been working to improve community life by volunteering for work in local hospitals, by assisting with fund-raising drives for the Red Cross and Infantile Paralysis, and by making their communities civil defense conscious and safety conscious. Future Homemakers are also helping to create international peace and good will in UN0ESCO and World Christmas Festival projects.

Basic homemaking skills are not being neglected in Nevada homemaking departments as teachers realize that homemaking skills are important to satisfying family living. Practical laboratory experiences encourage carry-over of learnings into homes. For several years, the Sears Roebuck Foundation has provided funds for homemaking departments to use in classroom improvement projects. Each year several schools have taken advantage of these funds to create living areas in their homemaking departments. Interesting learning experiences have resulted as students make draperies, upholster chairs and sofas, make end tables and bookcases, and provide accessories for attractive living areas.

Nine communities organized adult homemaking classes in the state this past year. Sewing classes helped to meet their needs. Classes in Ceramics, China Painting, Lampshade Making, and Child Development have been offered during the past several years. In addition, an Educational TV program entitled "The Family Today"—a series of five half-hour programs—was presented as a part of one city's adult homemaking program this past year.

Of Nevada's 34 high schools, 25 have established vocational homemaking departments. Of the remaining nine schools without homemaking programs, all are small schools—in most cases one or two teacher schools in isolated communities. Of the 31 vocational homemaking teachers, 23 are married and have had practical experience in homemaking.

This past year 173 boys and 1,672 girls were enrolled in vocational homemaking classes. Enrollment in 29 adult classes held throughout the state totaled 75 men and 392 women. There were 23 chapters of Future Homemakers organized for 1,041 girls.

One of the biggest problems of homemaking education in Nevada is the shortage of well-qualified homemaking teachers. Each year the shortage is becoming greater as increased enrollments result in new departments or added staff members. This year two schools were disappointed in not being able to open their homemaking departments for lack of teachers.

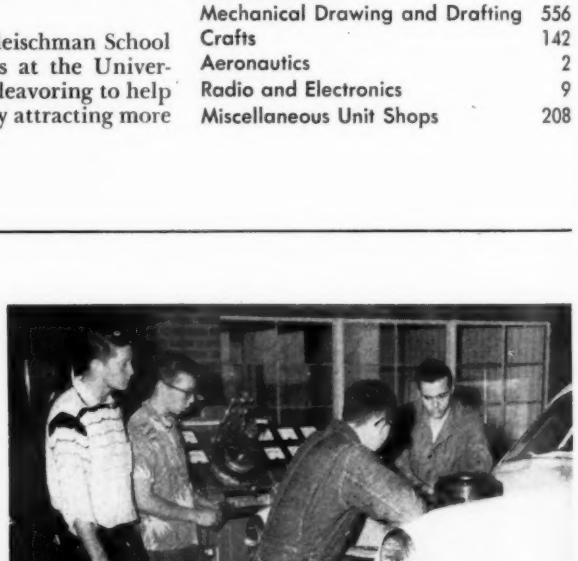
The new Sarah Fleischman School of Home Economics at the University of Nevada is endeavoring to help meet this shortage by attracting more women to the University to study home economics. Increased staff members, improved facilities, and a new home economics building to be erected soon offer promise for an expanded program in home economics at the University and a still brighter future for the homes and families in Nevada.

Industrial Arts

Industrial arts is taught in Nevada in 21 public school shops by 33 full and part-time instructors. Unit shops concentrating on one activity still prevail in the larger centers and long established programs. General shops predominate in small schools and recently erected schools. Provisions of a recent statewide school survey adopted by the state legislature recommended that instruction in practical arts be made available to all students beginning in the seventh grade. No doubt an upsurge in the number of shops and a like increase in enrollment will result.

Industrial Arts Pupil Enrollment

General Shop	1079
Auto Mechanics	152
Mechanical Drawing and Drafting	556
Crafts	142
Aeronautics	2
Radio and Electronics	9
Miscellaneous Unit Shops	208



Right, Vocational auto mechanics is conducted in a new vocational building in Henderson, Nevada.

Nevada has carried on training programs for fire fighting, a vital area, since '34. Trouble spots have emphasis.

Trade and Industrial Education

Trade and industrial education classes were conducted in Nevada for many years prior to the passing of the Smith-Hughes Act of 1917. According to the results of a study made by John R. Miller on the history of vocational education in Nevada, classes in carpentry were taught on a parttime basis at the State Orphans' Home in 1884.

The classes at the Orphans' Home established a precedent for vocational education in Nevada. In 1898, classes in woodwork and ironwork were taught at the University High School in Reno, and in 1904, vocational subjects were adopted as a part of the regular curriculum. The boys in all courses were required to take manual training, and the girls, domestic science, for three years. The University High School offered instruction in the same fields of vocational education that are offered today, namely: agriculture, trades and industry, and home economics.

The year 1917 marked a turning point in the history of vocational education in Nevada. During that year the state legislature adopted the provisions of the Smith-Hughes Act.

Prior to the Smith-Hughes Act, each school planned and executed its own vocational program. Any course or subject which was related to the fields of homemaking, trades and industry, and agriculture was termed a vocational subject, a practice which made it difficult to differentiate between vocational and general education. This practice was changed when standardization of vocational education was begun on September 12, 1917. Courses conforming with national standards for vocational education started in 1918. Many subjects classified as vocational before 1917 would now be classified as pre-vocational instruction or industrial arts.

The growth of trade and industrial classes in Nevada was slow for several years. The large number of trades and occupations represented in trade and industrial education tend to divide the groups into many branches. Therefore, in the small school, it is difficult to assemble a group of qualified students large enough to form a class. This difficulty has been somewhat alleviated. by combining several closely allied trades into general industrial courses.

During the current school year, all-day trade and industrial classes are being conducted in six centers: Ely, Henderson, Las Vegas, Panaca, Reno, and Sparks. The following trades are represented in one or more centers: auto mechanics, carpentry, machine shop, practical nursing, sheet metal and welding.

The major portion of the enrollment in trade and industrial classes is in the evening school program.

Related instruction is provided in evening school classes for apprentices, journeymen, and other workers in the fields of auto mechanics, carpentry, electricity, fire fighting and fire prevention, meat cutting, motor tune-up, painting, plumbing, practical nursing, prospecting (for persons engaged in the mining industry), radio, sheet metal, supervisory training (for foremen or employed persons who wish to train for supervisory positions), television, and other subjects pertaining to trade and industrial and service occupations.

During the school year 1954-55, a total of 333 students were enrolled in all-day trade classes and 1,137 students were enrolled in the evening school classes.

According to the latest statistics on fire losses in the United States, fires account for over 10,000 lives lost and property damage amounting to 750 million dollars every year. An average of over 1,000 homes, 144 businesses, 7 schools and 5 theaters are destroyed by fire every single day. Proper inspection and education are prime factors in reducing the appalling losses.

Firemen training programs have been carried on in Nevada by the State Department of Vocational Education in cooperation with local fire departments since 1934.

The training program is conducted by an itinerant firemen instructor employed by the State Department of Vocational Education. The instruction is usually given in evening school classes of three hours per evening, Monday through Friday, for one week in each community. Occasionally a local fire department will request two weeks of training and their requests for additional time is granted whenever possible.

The training consists of discussions of information and facts pertinent to maintaining effective fire protection. The instructor is available and works with the local chief in making inspections of schools, other public buildings, water supply, fire hydrants, fire fighting equipment, hose, etc.

The program has a double advantage in training the fire fighters to recognize potential trouble spots in case of fire and also to prepare them for speedy and efficient access if an emergency develops. In addition to the inspection of buildings, the men receive instruction in basic hose lays, ladder work, combined hose and ladder drills, the chemistry of fires, types of buildings, special hazards, and instruction in night fire fighting.

During the fiscal year ending June 30, 1955, twenty-three volunteer fire departments participated in the training program and training was given to 410 firemen.

The prospector of pioneer days has passed into history and his skill has not been passed on to the present generation. Up to the present century he found practically all gold and silver mines. His craft had developed from centuries of experience. Under his methods the cost of finding precious metals was less than it is ever likely to be again. Although

sometimes tinged with superstitions and fallacies, such as fantastic theories of nature, faith in the devining rod, and other mystic devices that sometimes caused unnecessary effort and led to disappointments, his methods and conceptions were sound and effective.

The present-day prospector has been better informed by scientific knowledge, instruments, and equipment which have enabled him to find many kinds of minerals unheard of by the earlier prospector.

The first mining school in Nevada, which was known as the Comstock School of Mining and Metalurgy, was established in Virginia City, Oct. 1, 1900. The school in Virginia City proved so successful that the 1915 Legislature passed an act creating a school of mines to be located in Tonopah. Two years later the 1917 Legislature placed all the mining schools under the control of the high school boards of education and the supervision of the mining schools was turned over to the State Department of Vocational Education.

Prospector training classes have been conducted throughout the state on an intermittant basis since 1919. However, all mining classes below the university level were closed in 1942 due to World War II. A short course, *Prospecting for Uranium*, was conducted on a state-wide basis by an itinerant instructor during the school year 1949-1950. The regular prospector training program was reactivated in 1952. Classes are organized and conducted by the State Department of Vocational Education in cooperation with local school administrators and mining establishments. The classes are open to anyone 16 years of age or older for whom the training will be supplementary to daily employment.

The purpose of the course is to stimulate prospecting and to offer to those who wish to search for mineral deposits instructions which will enable them to conduct their search more intelligently and with a greater likelihood of success. To accomplish this, the plan and aim of the course is to develop in the prospector sufficient knowledge of rock classes and major indications of mineralization in order that he will recognize favorable localities.

Included in the course are class discussion of points of essential knowledge to the prospector and also

Instructor J. P. Hart offers live demonstration in use of the Geiger Counter.

laboratory work in the identification of minerals and non-metallic ores. A total of 15 specific items are covered in the course. They range from the influence of structural features on ore deposition, origin of various types of deposits, procedure in looking for ore deposits, use of explosives, testing for recovery processes; to legal knowledge in the filing of claims and the use of maps.

The incentives for prospecting are great in Nevada. Nearly 85 per cent of the land is owned by the federal government and there are very few areas in the state that are not open to prospectors. Signs prohibiting trespassing are seldom seen except in areas where military or wild life reservations have been established. Also, due to the colorful history of the state, almost the entire population is mineral minded and new ore bodies are frequently found which give hope and encouragement to the prospector.

According to a report completed by Mervin J. Gallager, State Inspector of Mines, Carson City, Nevada, there were 155 mining establishments operating in the state during the fiscal year ending June 30, 1954. This number did not include the small mines which are operated by owners or lessees. Only those who employed one or more miners were included in the report.

Practical Nursing

Prior to 1952 Nevada had to depend upon recruiting nursing service personnel from outside the state. With the general shortage of nursing personnel existing everywhere, recruiting was becoming increasingly more difficult. Communities had come to realize that if the nursing needs of their people were to be met it would be necessary to institute training centers for practical nurses who could be recruited from within the state.

The Southern Nevada School of Practical Nursing was organized and classes started on May 1, 1952. The school was a cooperative enterprise conducted by the Las Vegas High School, the Southern Nevada Memorial Hospital, the State Board of Nurse Examiners, and the State Department of Vocational Education. The school was a success from the beginning and fourteen practical nurse students received their diplomas and passed the State Board examination at the close of the twelve-month course. Thirty-five students have completed the course to date, and 23 are enrolled for the current school year.

The first four weeks of the twelve-month course is devoted to preclinical training in the classroom. The preclinical training is followed by a combination of practical experience in the hospital with related instruction in the classroom being given for a minimum of six hours a week during the practice period.

Students who successfully complete the four-week preclinical period are allowed to wear the uniform of a practical nurse student when they enter the hospital for their practice period.

There is no tuition charge. The only cost to the student is uniforms and instructional material which are furnished at cost.

During the practice period the students are paid an hourly rate for their services and opportunities for part time employment are provided for those who wish to be self-supporting during the time that they are attending school.

The school has been housed in temporary quarters since it was first established in 1952. However, a new addition to the hospital is under construction and the practical nurse training school has been assigned permanent quarters in the new wing which is scheduled for completion during January 1956.

DE Coordinators who work with students to plan and pay for an end of the year trip will really

Give Them Something To Remember!

By HAROLD A. SMITH

THIS IS THE story of a distributive education coordinator who answered the oft-asked question: is it worth it? My story does not attempt to elaborate on the obvious thing in most of your minds—is DE worth it, but rather what is a sideline to DE worth.

Teachers have improvised all sorts of ways and means to get the most from their students. In my particular case it happens to be the promise of an end-of-the year vacation trip that does the job.

For teachers who can't plan a school time trip, I have an answer. If your school frowns on such activities, especially since they take school time, what is wrong in planning a trip just as school is out?

One of my fellow teachers commented rather wryly the other day that he will live to see the day when London and Paris will be school kid trips. Sure he will—and I hope it's one of my up-coming groups that sets their sights on such an adventure. This past year we took almost a week's vacation in New York City. Next year maybe it'll be the Rockies, Miami, or California.

I believe in incentives. Call it what you may—motivation or "the old desire." I find that the greatest group incentive that works with young people is the promise at the beginning of the school year that the sky is the limit if they really want to work for it. I refer to these end-of-school vacation trips. Some of my groups have not seen fit, through lack of drive and leadership, to even leave town. Others have earned all-expense trips to Chicago and New York. These trips have been 2, 3, 4, 5, and 6-day affairs. Again, it is their own drive, leadership, and motivation that determines the length of the trip.

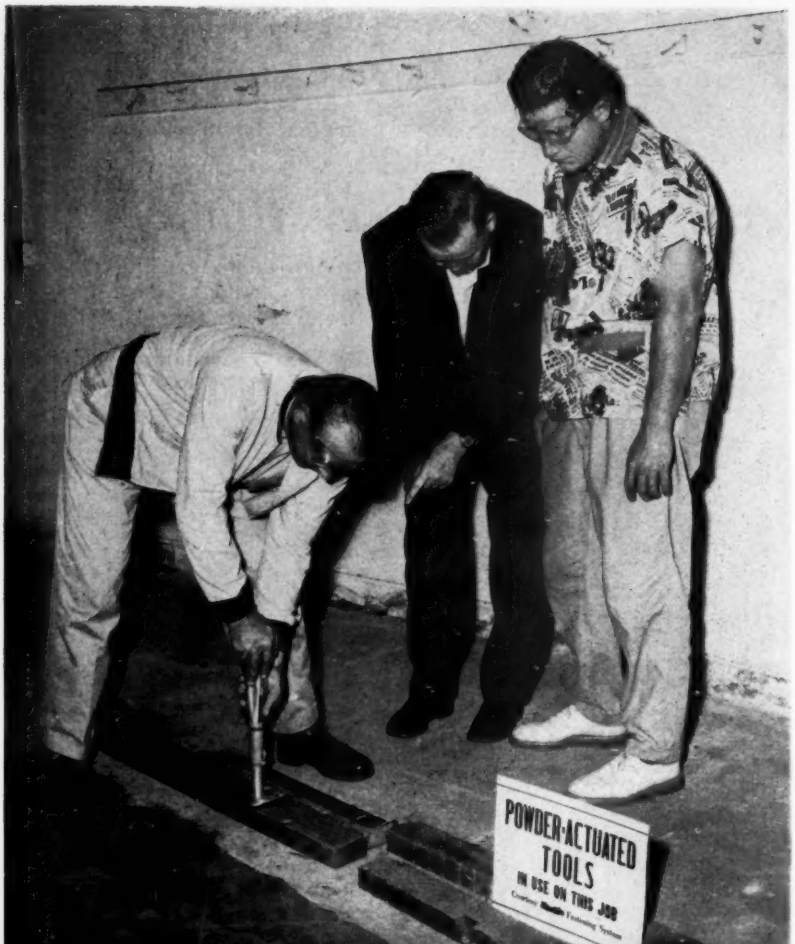
This year we were privileged to be given three school days off for our trip. We left on a Friday afternoon, and had Saturday, Sunday and the three school days of the next week for our New York visit. On the same amount of money these students earned we could have gone to a dozen different places, such as: Chicago, Washington, Florida, the Great Lakes, or the Rockies. Is there a teacher that wouldn't like to have such a trip at the end of each school year? Anyone can do it. You might have to take it after school is out; but any group, working as a team, can easily earn their expenses.

Is it worth it? Or put it another way: is there any educational value? Out of the 20 students who made this New York trip, only eight had been on a train, only 11 had stayed in a hotel, and none had ever seen the ocean, New York, the United Nations, an automat, Rockefeller Center, an ocean liner, and a thousand different sights that we saw. One comparison here is interesting: The United Nations had meant very little to them because they studied about it in an unreal sociology assignment. They weren't interested in visiting the building but I insisted. Believe me, the tour was only an hour in length, and it was two hours before I could get them to leave! They loved it. So, I succeeded in arousing their interest in one area!

Educational value? Is there anything finer to achieve than the spirit of working together as a team in a cooperative venture? Coaches all across the country use this same reasoning to justify their athletic teams. Too many youth of today lose sight of the other fellow. The

(continued on page 14)

Harold A. Smith is a DE Coordinator in an average-size high school located in the heart of the midwest—Lincoln, Ill. He earned his master's degree at Indiana University and has worked with vocational programs in three schools.



San Diego Serves Them All!

By KENNETH GIBSON

ONE OF THE FUNCTIONS of vocational education is to promote increased industrial production through training in new trade processes and on new machines. This has been the purpose of a novel extension class offered by the San Diego Junior College and Vocational School in operating powder-actuated tools. Powder-actuated tools have been used by industry for several years, but only recently have they been mechanically designed so that they are accepted by labor as a safe and effective device and adopted as a tool of the trade.

The powder-actuated tool is essentially a gun powered with a blank cartridge that shoots a tempered pin. There are a variety of pins designed for specific purposes, such as the fastening of wood to concrete or steel, steel to concrete and sheet metal, electrical junctions joints and conduits to concrete or steel. Because of the hazards involved in the use of this tool, the State of California requires each operator to secure a license. (At the present time, licenses are issued by the manfacturers.)

In March of 1955, the secretary of the San Diego District Council of Carpenters indicated that the carpenters of San Diego were vitally interested in a training that would fully qualify journeymen carpenters to operate the powder tool. The San Diego Junior College and Vocational School was asked to provide instruction for this purpose. The school coordinator reviewed the request with the San Diego Carpentry Joint Apprenticeship and Advisory Committee, who added their recommendation to that of the carpenters' labor organization.

Prior to the advisory committee meeting, the school coordinator held meetings with the two major powder-actuated tool manufacturer's representatives to determine if they would furnish the necessary tools, supplies and reference materials. Company representatives heartily endorsed the program and agreed to make the necessary equipment available. The district engineer of the local office of the California Division of Industrial Safety offered the full cooperation of his department.

Labor, industry and educators moved quickly to organize the training necessary to assure a supply of qualified powder tool operators. The committee recommended as instructor a member of the staff of the San Diego Junior College and Vocational School who was already licensed as a powder-actuated tool operator. The instructor and the trade coordinator, with the assistance of representatives from the District Council of Carpenters, the Division of Industrial Safety, and the manufacturers, developed a 25-hour course, incorporating safety, nomenclature, field break-down and materials. The course required that each student obtain practical experience in using the tool to fasten wood to concrete, wood to steel and steel to steel.

In April of 1955, the first class opened with an enrollment of 16 carpenters, including some of the officers in the local carpenters' union.

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HOME IS WHERE THE 'ART IS!

and art is indeed, at home!

By MARTHA RUTH AMON

VOCATIONAL EDUCATORS are becoming increasingly family-minded. They encourage projects that will keep family groups together. Arts and crafts activities offer one of the finest types of home activities. For "Art" is a charming fellow, who has been "too far away"—too far from most people and the everyday life they live. But those two very fine home economists, the Goldsteins, realized, many years ago, that "Art" was closely related to the home economics family and welcomed him into the group with pleasure!

Now an important member of the family circle, "Art" is popular with everyone. The younger home economists like him because he offers so many pleasurable experiences. The older home economists like him because they see in him an excellent *family relations* man. His potentialities for improving family life are almost boundless, and through a stimulated related arts program, he is becoming the companion of the household.

Families are appreciating more and more the pleasures of working together. They find related art, or constructive art activities, a relaxing and congenial bond which unites them around a common interest, the home. If they do not know how to begin these activities, which include such things as framing pictures, remodeling furniture, and making and decorating household possessions, the schools are the logical place for them to learn. Our schools are equipped to train the different age levels in the joys of creative art.

In training young homemakers in the creative approach, we recognize that home economists are usually girls who have mastered various skills but who, accustomed to following recipes and patterns, are often timid about doing anything for which they have no specific directions. In fact, all cautious people feel uneasy about beginning original projects. Realizing that their knowledge and skills are not adequate to assure successful results, they lack the daring that is necessary for experimenting.

These people need two kinds of help: they should be given a basis from which they can launch their constructive activities, and they should be given the courage to be creative in their approach. This help will assure them much greater success and it is in harmony with the trend in education today: to place emphasis on the development of the individual, his resourcefulness, and his ability to think for himself. Such an education gives him the information and the training which he needs to develop his abilities and does not allow him to flounder about.

In much the same way, related art can help a novice in the handarts, for it lays a groundwork on which

Articles that are both decorative and useful are often completed by homemakers and students who are amazed at their own ability. Homemaking programs stimulate interest in creating; And interest in creating can be stimulated in the home.

Miss Amon is Chairman, Department of Related Art, Home Economics Division, The Stout State College. She has served in this capacity since 1949. Previously she taught art education at Oneonta State Teachers College, Oneonta, N. Y., and at Miami University, Oxford, O. She earned her master's in art at the University of Wisconsin.

Application of a bent for creative art saved a young homemaker (Mrs. Lester Davidson, Falls Church, Va.) considerable money. Left over lumber, unbleached muslin, and a few pieces of inexpensive screen moulding (painted to provide the design) supplied her with the two good looking cornices shown here for a total cost of $5. Some odds and ends of cotton batting were used for the padding.

creative activity can be built. This background includes general art principles, knowledge of the techniques for handling materials to be used, and specific devices for starting a plan or design. After giving a beginner this basic information, an instructor must help him find an entirely new way of thinking. If the "I can't do certain things" fear is not allowed to creep in, the beginner will have the courage to experiment and to try all sorts of new ideas, materials, and methods. Best of all, with the success that he enjoys, he will make a happy companion of our charming "Art." He will take him into his home.

If "Art" is to continue as a companion of the household, the family will need a work-place to enjoy, and if they need help in their art activities, they should be able to go to a school for consultation.

Many of our schools are taking advantage of the family's interest in working together. Recognizing the popularity of "Art" in the home, they offer courses in related art for young people and adults. In many schools, related art students are learning to be creative workers in the hand arts as well as the principles of art. They are becoming enthusiastic experimenters and they are having a wonderful time. They use different kinds of fabrics in new and unusual ways, experiment with woods and plastics, and develop well-designed articles for the home.

There are endless ways for experiments in creative activity to be developed. A popular experiment carried on in one of our schools recently has been a lamp project. Students create their own plans and develop very attractive lamps, using various kinds of interesting materials. Some illustrations of these lamps and other handcraft articles from related art classes are shown here. One can see from the photographs that the projects are the results not only of creative thinking but also of skilled workmanship. One feels, too, that anyone who has enjoyed such success will want to do more and more, and will encourage his friends and the members of his family to participate in such activities.

The pleasure from this kind of work is one of its outstanding features. If girls feel the fun of creating, they will realize that they can have the same kind of enjoyment in their homes, and that "Art"—this new *family relations* fellow—can be the center around which home activities develop. Homes that enjoy creative activity within their family are happy homes; they are not points-of-departure from which everyone goes each night, but places where parents and children enjoy doing things together. Our schools are teaching this way of life when we help our young people to enjoy creative living.

"Art" is no longer limited to art galleries and museums. He is the companion of a happy home.

GIVE THEM SOMETHING TO REMEMBER

(Continued from page 11)

spirit of fair play and loyalty to a cause and to the group prevailed throughout our trip.

Educational value? One basic principle that we built upon in our venture was systematic saving. What other school course can teach this principle more realistically? At the beginning of the year, the students organized into an official group with officers and duties. One of the first items on their agenda was the study of a proposed trip to be taken at the end of the year. So they set their sights early. My one request is to plan on saving at least one half of the cost of the proposed trip. In this way, they have money to use either for the trip or for their incidentals. An amount to be deposited weekly with the club treasurer who in turn deposits it in the school bank is agreed upon. We establish a figure of $3 a week for savings. The habit of systematic saving is not "talked about"—it is actually practiced. This in itself is a sound achievement. The students are thrilled at the end of the year.

Educational value? Because we are a part of a vocational program called distributive education, our basic concept is that we learn best by doing. To that end we amplify the principle by banding together in a private business venture. True, we get plenty of business experience during the afternoon with our on-the-job training, but I have always been disturbed, as many other co-ordinators have, with the fact that fully half of our DE students are not getting a complete business training while on the job. Some never get beyond the stockroom, some only act as cashiers or check-out girls, some pump gas, and some stock shelves, put up produce, or carry out groceries. The jobs are good in that they teach many worthwhile things, but most of the students don't accumulate enough buying, selling, or managing experience. So, we always try to come up with a venture at school that fills the gap and at the same time earns money.

(Continued on page 18)

VO-AG LENDS A READY HAND—

Protection for the new pump and tanks is provided here by a brick pump house, built by a young farmer near Lake City. At left is George J. Harris, agriculture teacher, right, C. G. Zimmerman of Florence, District Supervisor, Agric'l Ed.

and 1,357 water systems are installed in North Carolina!

NEARLY ONE-HALF million dollars was spent for the installation of home rural water systems in South Carolina during the fiscal year 1953-54. Here are the facts!

W. E. Gore, State Supervisor of Agricultural Education, recently reported that 1,357 home water systems were installed in rural homes as a result of a special program carried on by teachers of vocational agriculture in cooperation with the major power companies serving South Carolina. Participating in the program were 1,349 home owners, 223 vocational agriculture teachers, and representatives of the major power companies, electric cooperatives, and pump manufacturers serving the state. For a total of 1,357 water systems installed, home owners reported expenditures totaling $491,-108.30. This included the cost of the pump, wiring, pipe installation, boring and digging wells, and construction of pump houses.

The emphasis on more rural water systems had its beginning in October, 1952, when representatives of the three power companies serving South Carolina met with the state supervisor of agricultural education to discuss plans on how power companies could better assist vocational agriculture teachers in working with rural people on problems of farm and home electrification.

At this meeting it was decided to give a great deal of consideration to the farm and home electrical problems of rural people in South Carolina with special emphasis on the 1950 U. S. Census of Housing report as compiled by the U. S. Department of Commerce.

The 1950 Census of Housing report brought out the fact that although many farm families in South Carolina had electricity on their farms a very high percentage did not have running water under pressure but were still using hand pumps and open wells. The report further pointed out that in South Carolina the percentage of farm homes without piped running water under pressure ranged from 55.4 per cent to 85.2 per cent.

At later meetings of the committee with district supervisors of agricultural education and representatives of several pump companies, it was agreed that a cooperative program would be sponsored to assist more rural farm families in securing and installing home water systems. Also, it was decided to conduct workshops for all agriculture teachers in the state to acquaint them with the need for helping rural people on this problem and to give them special training for holding similar meetings.

Following these meetings, 15 workshops for teachers were conducted throughout the state by the district supervisors with the assistance of representatives of the power companies and pump manufacturers.

(Continued on page 17)

a three-way unit in

TRANSPORTATION

ready for your use when

GREETINGS FROM ONE of the many shop men who believes that the automobile is here to stay, that the airplane will not be a vanishing whim and the outboard motor is a sight for sore hands. In industrial arts and vocational education, we teachers are always looking ahead for better and more attractive ways to guide our students into gainful employment and useful citizenship.

The following is intended to express the author's views and aims in putting into action training in the field of transportation and power so that today's students will be ready to live in a mechanized tomorrow.

In Herkimer, New York, a village of ten thousand population, we have developed during the past eight years what we like to believe is a unique program as a constant in our advanced shop sequence. This shop includes in its program of two periods per day, five days per week, a comprehensive study in the areas of Automotives, Aeronautics, Marine Transportation, Railroading, Small Engines, Outboard Motors, Bicycles and Winter Travel.

I realize that most shops are of the general type so for this study we will forego the unit shop in its entirety and select one area of study that might be utilized in the average general shop or included as a beginning unit in the comprehensive program. To give the students the most satisfactory experience it is suggested that this laboratory type of program be limited to classes of the nine through twelve range.

INTRODUCTION TO SMALL ENGINES

A small engine is classified in this outline as any two or four cycle engine ranging from one half to four horse power that may be easily disassembled and serviced by a beginning student. This can be accomplished with the service manual and the instructor's guidance.

Students have practical applications for the lessons they learn in the shop.

Such engines might be of the power lawnmower, motor bike, or portable lighting plant types. It is advisable to start the students with the one cylinder engine as it is less confusing to understand its theory and operation. It seems that today almost every home boasts some type of portable power unit that makes our everyday living easier.

The units that we will study in this writing follow a normal teaching sequence.

1. Related Lesson: *How to Start A Small Engine*
2. Demonstration: *How To Set And Service Magneto Points*
3. Practical Application: *Replacplacing A Head Gasket On A Power Lawnmower*

STARTING A SMALL FOUR-CYCLE ENGINE

(Related Lesson for No. 1)

A. Introduction

Engines, like people, respond to proper treatment. Follow instructions of the manufacturer, and starting the engine will be surer and time will be saved. Proper starting procedures will prevent damage to the engine or danger to the operator.

B. Presentation

1. Fill the gas tank with fuel
2. Check the engine oil level
3. Have a fire extinguisher on hand
4. Open the gasoline shut off
5. Set throttle lever half open
6. Set choke lever to closed position
7. Wind starter rope around pulley and pull with a quick steady pull
8. As engine warms up gradually open the choke valve
9. If engine has a kick starter, step down quickly on the pedal with choke closed to prime engine. Open choke and step down on pedal again to start. Throttle should be set at half open position.
10. A warm engine does not have to be choked

C. Summary

1. Observe safety rules before starting engine
2. Follow instructions as listed in operating manual

D. Application

Standardized procedure is essential in this beginning operation so that correct habits will be formed when working on other engines.

E. Questions

1. List three safety precautions to follow when starting an engine
2. What sequence should you follow when starting your engine?
3. What two systems do you check if your engine fails to start?

F. Materials and Equipment

Blackboard, diagrams and procedure outline

Sixth in the IAPPC's new JOURNAL series—*when Monday morning comes*—this instructional unit was prepared by George D. Anderson at the request of Dr. Gordon O. Wilbur. Authors for the series are selected on the basis of outstanding work in the field.

AND POWER

Monday morning comes!

Small four cycle engine for reference purposes.

Service manuals for class use

Fire extinguisher to show safety aids and practices.

SERVICING AND SETTING MAGNETO POINTS

(Demonstration Lesson for No. 2)

A. Introduction

Have you ever been stranded out on a lake with an outboard motor that wouldn't start? After cranking until your hands were sore, you sat down and tried to figure out what was wrong. Probably if you had fuel in your tank, you found that it was ignition trouble. Today I would like to show you how to clean and service the ignition points on a small engine.

B. Presentation

1. Disassemble engine down to the magneto plat. Follow the instruction in your operators manual
2. With points exposed, turn crankshaft to see if points make and break contact squarely
3. Check point faces to see if they are pitted or burned
4. Use a carborundum point file, not a steel file, to polish up points if pitted or burned
5. Finally, clean points by drawing a hard surfaced piece of paper between them while in closed position
6. To secure proper gay setting, turn contact screw and tighten lock nut when feeler gauge shows proper manual setting
7. Turn over crankshaft several times and recheck gap setting before reassembling engine
8. Reassemble engine and check for spark at the spark plug before trying to start

Repairing a power mower.

C. Summary

1. Check points for pitting or
2. Use carborundum point file to clean points
3. Check gap setting with feeler gauge

D. Application

Good point condition is essential if you are to start your engine easily and if you expect top performance.

E. Questions

1. What might be the condition of the points if the engine fails to start?
2. Why don't we use a steel file when servicing points?
3. What do we use to insure an accurate gap setting on the points?

F. Materials and Equipment

Small gasoline engine

Set of ignition wrenches

Carborundum point file

Feeler gauge

Operators manual for your engine

REPLACING A HEAD GASKET ON A POWER MOWER

(Practical Application for No. 3)

A. Introduction

I was mowing my lawn Saturday and all at once, bang, the engine sputtered and stopped. After looking the engine over and trying to restart it, I heard a tell tale hiss around its head. Upon close examination I found that my trouble was a blown head gasket. So back to the garage and to work with the repair at hand.

B. Presentation

1. Remove fuel from tank
2. Remove spark plug
3. Release head bolts
4. Tap head with plastic hammer to break seal
5. Remove head and old gasket
6. Scrape head clean of any deposit
7. Apply thin layer of grease to both sides of new gasket to insure good seal
8. Place gasket in place
9. Replace head and tighten bolts finger tight
10. Tighten head bolts in sequence to proper tension as listed in manual
11. Replace spark plug
12. Refill fuel tank
13. Run in engine until operating temp. is reached, then retighten head bolts

C. Summary

1. Always remove fuel from engine before disassembly
2. Tighten head in sequence with proper tension

D. Application

This operational knowledge can be utilized when working on any gasoline engine. Correct procedures guarantee good engine operation.

E. Questions

1. Why do you drain the fuel before working on the engine?
2. List three procedures you should follow when replacing the head on the engine.
3. What would be the danger of an improperly tightened head?

F. Materials and Equipment

Power lawn mower

New head gasket

Set of assorted mechanics tools

The wife of Oconee County Young Farmer now enjoys convenient hot and cold water facilities in her kitchen.

Vo-Ag Lends A Ready Hand

(continued from page 15)

The workshops were devoted to a discussion of the need for more rural home water systems in South Carolina and how the teachers could be of assistance in helping rural home owners. In addition, representatives of the power companies discussed electrical problems involved in installing home water systems and provided the teachers with the needed technical information. A portion of the time was given over to a representative of the pump manufacturers to explain the various types of pumps and other technical information relative to installation of home water systems. Many exhibits and displays were used in providing the teachers the needed technical information. At the conclusion of the workshops the district supervisors and agriculture teachers made plans for conducting community meetings on a local level and set up schedules for local meetings.

Of the total number of home owners reporting new systems installed, 594 were enrolled in regular adult-farmer classes conducted by teachers of agriculture, 397 were members of young farmers chapters receiving instruction through this organization, and 122 were all-day students regularly enrolled in high school classes in vocational agriculture. Installing new systems were 236 home owners who were not regularly enrolled in any type classes taught by agriculture teachers but who received special individual instruction in the installation of water systems. In addition agriculture teachers over the state made a total of 2,987 visits to rural homes in assisting with the installation of new water systems.

Of the 1,335 home owners reporting the type of homes, 445 were new homes and 890 were old. Of the number reporting the type of wells, 564 home owners dug or bored new wells while 768 used their present wells. The number of home owners who installed water systems and who piped water to the kitchen was 1,254; 874 piped water to and installed bathrooms; 1,141 piped water to the yard; 644 piped water to the barn and 72 piped water to poultry houses and pastures. In reporting the type of pumps installed 576 reported the installation of shallow well pumps while 743 reported deep well pumps. Thirty-eight made no report.

R. D. Anderson, State Director of Vocational Education, in commenting on this cooperative program said:

"The teachers have done a remarkably good job and especially so when one considers that this activity was not one to which they could devote full time, but rather an activity that added to their many other teaching responsibilities with adult farmers, young farmers, and FFA students."

W. E. Gore, in expressing his satisfaction with the accomplishments of this program said:

"This was a splendid example of industry cooperating with education in promoting a better way of life on the farm. Teachers of vocational agriculture have made a very valuable contribution in this activity and are rendering a magnificent service in many other ways to the rural people of South Carolina."

A representative of one of the power companies said:

"The fine results achieved in the endeavor to assist rural dwellers throughout the state in obtaining piped water by electricity have been most pleasing and satisfying to us in every respect.

"We feel that such successful accomplishments could not have been realized had we not have had such close cooperation from the vocational agricultural personnel Their interest was remarkable and the success of the plan was made possible by their untiring efforts displayed at all times. They deserve nothing but praise and we sincerely congratulate them on the good work done."

A representative of another power company explained that:

"The outstanding results of this water system program in South Carolina are an example of what can be accomplished through the united efforts of educational and commercial groups working as a team toward a common goal.

"In this case 1,357 families have gained the conveniences, the comfort and the profit of running water, which is one of the greatest blessings of the farm home."

Give Them Something To Remember

(continued from page 14)

Teachers can locate much information about money making schemes. They range from selling school supplies to collecting paper. We are often approached by business firms to take on a sideline venture for them—one was a magazine sale; another was a house-to-house selling project. Next year we are considering one from our local radio station. We would sell ads for air time on a commission basis. We have engaged in a lunch stand business during the noon hours and at all ball games. We cleared $1,200 in this way during the past year. This provided wonderful business training. Each week we operated on a rotation scheme. Students served as salespeople, others did the advertising; some served as cashiers; some as buyers, and still others as managers. It was quite an experience to watch these young folks organize their talents and actively work as an organized business group. When we were ready for our New York trip we had $50 for each student to put with his savings. All expenses were more than paid.

Is it worth it for the teacher? Definitely. High school is not a terminal acquaintanceship with these youth. I hear from them all the time—when they go into service, when they get married, when they change jobs, and, most of all, when I see them on the street. The trip and working as a group helped develop this relationship. Then, too, the students have always seen fit to take my wife along as a chaperone, all expenses paid, so it represents a fine vacation for us. If our group next year suggests Miami or London for trip, I'm ready! Wouldn't you be?

Let's define *vocational* business education

By DONALD FULLER

WHAT IS THE DIFFERENCE between vocational and business education and general business education? This question can be answered in a number of ways. But usually, when it is honestly handled, it is loaded against the status quo.

Frederick G. Nichols and many other leaders have stated the points made here time and time again. Some school systems follow these principles in practice but the great majority lag behind.

Business education supervisors by and large are the people who have the best opportunities for closing the gap between theory and practice. Superintendents, principals, and business teachers have tangled themselves, it seems, into the Gordian knot of shorthand and typewriting.

Some Definitions

For the definition of high school business education, we may go back at least 20 years to Professor Nichols' concept. Business education in the high school is the training of boys and girls to enter upon a business career. It has for its primary purposes the preparation of young people for socially useful and personally satisfactory living, and, more particularly, for entrance into commercial employment with reasonable prospects of success through the possession of social intelligence and right social attitudes; an initial occupational skill; a reasonable amount of occupational intelligence; a usable general knowledge of sound principles of business; a proper attitude toward a life work; high ethical standards; and supporting general education.

Vocational business education may be defined as that part of the training meant primarily to give initial occupational skills. General business education may be defined as that part of the training meant primarily to fulfill all objectives of business education other than those that are exclusively general education and training for initial occupational skills.

Looking Back

A glance back into history shows clearly where the deviation from the path of good business education was made. The Babylonian, Egyptian, Greek, and Roman civilizations had flourishing commerce and business. Business training for them was a matter of accumulating experience on the job. Reading, writing, and figuring were the basic tools. These tools were very specific as they were usually learned in connection with the job. No schools of business existed. Apprenticeship learning was the method of education. This same apprenticeship method has continued down to modern times. Even the best university schools of business today supply only background With the advent of the typewriter, learning and initial skills for jobs. Experience on the job remains an enormously important factor.

Prior to 1865—aside from reading, writing, and arithmetic skills—on-the-job training was practically the only method. After the Civil War hundreds of private business schools started up in answer to the demand of returning veterans for business training. These schools met a need by perfecting spelling, record keeping techniques, and penmanship. and later shorthand, the business schools added these skills to their training. Women became business workers mainly because of the medium of typewriting and shorthand.

Finally, parents began to think that public schools should do the job. High school educators who were primarily interested in academic subjects resented the intrusion of business subjects but school boards forced the issue. After a while academic high school educators welcomed typewriting, shorthand, and bookkeeping. The problem children were assigned to these subjects—the children who could not handle the regular academic subjects, the children who were not very bright.

Interest, aptitude, and ability for business subjects were seldom considered. Job placement was forgotten. These subjects were regarded as lower-level mind training subjects. In other words, these vocational and prevocational subjects were perverted by academic educators into a type of academic training. And they are still handled as academic subjects in the majority of high schools. This is done in some cases with the insidious help of business teachers who just love to teach shorthand and typewriting, and are quite disinterested in what happens vocationally to the majority of their pupils after high school graduation.

Studies have repeatedly shown that literally millions of high school pupils have taken shorthand, typewriting, and bookkeeping while only a very small percentage have used, or could use, their training on the vocational level. Job standards as well as interest, aptitude, and ability of students are largely ignored.

Look at the statistics

Should we be proud of these statistics (from the United States Office of Education) . . . 60 per cent of the pupils in high school take one or more business subjects! In 1949 approximately as many pupils were en-

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rolled in typewriting as in United States history, usually a required subject.

Should we be proud of the census figures which show that typewriting, bookkeeping, and shorthand, in that order, are the primary business subjects while the following have only slight enrollments (in order of enrollment): general business, business arithmetic, business law, office practice, economic geography, business English, advertising, salesmanship, retailing, economics, consumer economics, cooperative store training, and cooperative office training!

The business world of today is complex

Most high school graduates go into the occupational world of business and, therefore, the occupational world should set the pattern. But there are many jobs for which special initial occupational training cannot be given. General business education, however, is appropriate for all who might go into business. Young people, as evidenced by the Regents' Survey in New York and in many other studies, are interested in business training. Are we not false to our trust if we offer only typewriting, bookkeeping, and shorthand to them? These subjects are largely appropriate for girls. The business training needs of boys are sadly neglected. The complexities of the business world today require an orientation to business on the school level. General business education in addition to general education is the only inclusive answer for the large group going into business.

Well over half of the high school graduates go into distributive and office occupations. If to this group you add other service, trade, and farming occupational groups that would benefit from some business training, the overwhelming majority of high school graduates—other than college preparatory students—would place general business education in a leading position. Typewriting, bookkeeping, and shorthand taught as academic subjects do not suffice.

Real vocational business training based upon sound general business training should be given only to those who have sufficient interest, aptitude, and ability as well as a fair chance of taking the specific job for which they have been trained. Distributive occupations take the largest single group of high school graduates. Office occupations are next. Within this latter group, general clerical work is by far the leader; stenographic is second; secretarial is third; and bookkeeping is fourth. Relative numbers in vocational business classes should reflect this order of importance.

What would be a better picture for our high schools? Perhaps, 35 per cent taking general business training; 20 per cent distributive training; 15 per cent clerical training; 5 per cent stenographic training; and 2 per cent advanced bookkeeping training.

Business education can make a distinct contribution to general education as general education also can make a contribution to business education through such subjects as consumer economics, economics, social science, guidance, English, and mathematics. Although many business education subjects contribute to general education, the nature of the contribution is best typified by elementary business training, which is usually offered on the ninth grade level. This subject should be required of all business students and is often required of all students.

Social-business education is another area of importance for all high school business students. Subjects included are business economics, consumer economics, economic geography, and business law. These should be included in the core curriculum of all high school business students. These subjects may be taught to all business pupils with implications not only for business but also for good personal and business citizenship.

There are certain prevocational and business background subjects that should also be taught. There are business English, business arithmetic, elementary bookkeeping, and salesmanship. Such subjects should also be required of all business pupils.

Business education in all high schools should stress elementary business training, social-business, and prevocational subjects. These are the important subjects for the large numbers going into diverse kinds of business. If a high school is small, it should not attempt to offer vocational skill training, but should confine itself to general business. In larger schools, dependent upon size and in order of importance, the following program should be added: a retailing program, a clerical program, and a stenographic program. However, only one of these programs should be offered to any single student. To crowd out general education and business background education by allowing one student to take multiple skills must not be allowed.

Let's not have dumping grounds

The advanced vocational skill subjects should not be a dumping ground area. Effective training in skills should be given only to those who have the interest, aptitude, and ability, and a fair chance of getting a position in that line of work. Guidance and placement are important functions concomitant with true vocational work. Advanced skill subjects are largely wasted effort if not put into practical use. Students who are weak in elementary skill subjects should pursue the general business course, and not the vocational program.

San Diego Serves Them All!

(continued from page 12)

In the final class session, talks were given to the students by representatives of the District Council of Carpenters, the Division of Industrial Safety and manufacturers' representatives. Certificates of completion and operators' cards were issued to the graduates.

In his presentation, the Secretary of the District Council of Carpenters outlined clearly labor's interest in skill improvement training:

"The union craftsman is as interested in cutting building costs as the contractor and the customer. He knows the more economical construction becomes, the more work he will have. Labor is cognizant of its responsibility to take the lead in providing trained men for the building industry . . ."

"We have a good apprentice training program and we have fine craftsmen. We want even better ones. We are not afraid of the increasing development of automatic machinery. We have a big job of training to do, and we are grateful to the contractors and the school for the help they are giving us in training our people."

Future classes are now being scheduled for tradesmen in sheet metal, electricity, lathing and iron working.

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From the Office of Education

John P. Walsh, Chief, Trade and Industrial Education, attended a 3-day conference of the American Management Association on Automation in New York City, Oct. 10-12. On Nov. 16 he participated in a Leadership Development Conference for Maryland Trade and Industrial Teachers held in Baltimore.

Several members of the Vocational Division staff were honor guests at Fort Myer, Virginia, Oct. 26, when the Future Farmers of America organization received a citation from the Military District of Washington, commending the FFA for its work in developing "the praiseworthy qualities of agricultural leadership, character, citizenship, and patriotism." Natiinal FFA President Dan Dunham of Lakeview, Ore., accepted the citation, accompanied by Joe Moore, Granville, Tenn., the 1955 Star Farmer of America.

James H. Pearson, Asst. Commissioner, met with a group of five French executives representing government, wholesale and retail trade, and chambers of commerce, visiting this country for the purpose of studying sales training methods used in the U.S. Other recent visitors interested in vocational education included the Director of Vocational Education for Venezuela, a representative of the Canadian Department of Labor, and a team of six educators from Yugoslavia.

The Trade and Industrial Education Branch was represented by Edward G. Ludtke at the Florida City Directors Trade and Industrial Conference, West Palm Beach, Fla., Oct. 13-15; and by Walter H. Cooper at the annual state conference of trade and industrial directors and supervisors at Allerton Park, Ill., Oct. 16-18.

John B. Pope, of the Distributive Education Branch, met with members of the Education Committee of the American Hotel Association to discuss cooperation in educational projects of the Association and its member associations. Plans for an expanded vocational training program are in process of development in the hotel industry. Mr. Pope also met with the counsel of the National Council on Hotel and Restaurant Education to prepare suggested revisions in the Council's constitution to remove resrictions with respect to time and place of the meetings of the Council and its directors.

The four program specialists in the Home Economics Education Branch—Rua Van Horn, Ata Lee, Johnie Christain, and Margaret Alexander—have visited in 22 states this fall. They have worked in the states with Supervisors and Assistant Supervisors and with personnel in institutions training homemaking teachers. The work involved a wide variety of problems which included evaluating the effectiveness of supervisory practices and improving supervision, evaluation of teacher education programs, development of action-research programs, curriculum development at secordary and college level, development of the program of adult homemaking education, and plans for college home economics buildings.

Lois Oliver, Assistant National FHA Adviser, participated in the Fifth National Conference on the United States National Commission for UNESCO held in Cincinnati, Ohio, Nov. 3-5. The purpose of the conference was to bring together a group of leaders broadly representative of American life for study and appraisal of UNESCO's work to advance the educational, scientific and cultural relations among the people of the world in the cause of peace.

At the request of James H. Pearson, Assistant Commissioner for Vocational Education, a meeting was held in Washington Nov. 3, 4, and 5 to review the operation and activities of the youth organization for students enrolled in the distributive education program. Participants in the meeting included supervisors, directors, a representative of the Chief State School Officers, and staff members of the Division of Vocational Education.

Berenice Mallory left the last of November for a two-year assignment in India as a home economics specialist under a contract between the University of Tennessee and the International Cooperation Administration for assistance in the field of home economics to Indian Institutions. She is on leave from her position as Assistant Chief, Home Economics Education Branch.

Miss Mallory is one of a team of seven home economists who will be working with higher institutions in India to develop their home economics programs. She is to be at Lady Irwin College in New Delhi.

Walter H. Cooper, of the Trade and Industrial Education Branch, attended a meeting of the Education Committee of the American Welding Society held at Philadelphia, Oct. 17-21. Thirty members were present. The meeting was held in connection with the annual metals exposition.

Members of the Home Economics Education Branch have served as consultants at four regional meetings of college foods and nutrition teachers held during October and November. The purpose of the meetings was to clarify problems which exist in the teaching of foods and nutrition and to plan ways to improve the instruction. Johnie Christian participated in the meeting at Chicago, Ill.; Ata Lee and Beulah Coon at Shreveport, La.; and Rua Van Horn at Salt Lake City, Utah, and Phoenix, Ariz.

H. B. Swanson, Assistant Chief, Agricultural Education, was at East Lansing, Mich., Nov. 14-17, at the meeting of the Association of Land Grant Colleges, working with the Committee on Criteria for Institutions Training or Preparing to Train Teachers of Vocational Education in Agriculture.

John Farrar, of the Future Farmers of America staff, attended meetings in Chicago, Ill., Nov. 25-Dec. 1, of the National Association of Radio and Television Farm Editors, the American Association of Agricultural Editors, and the 4-H Club Congress.

A Selected Bibliography on Industrial Technological Advances, with Particular Emphasis on Automation has just been compiled by Howard K. Hogan of the Trade and Industrial Branch. Copies have been sent to State Directors, Trade and Industrial Supervisors, and Teacher Trainers. This Miscellany, No. 3494, is available from the Trade and Industrial Education Branch.

James H. Pearson, Assistant Commissioner, who is on the Board of Visitors to the Marine Corps Institute, recently participated in a two-day meeting to review the educational courses that are made available for persons in the Marine Corps. This was the annual meeting of the Board, which includes 8 civilian educators representing different areas or agencies, to review the program and activities of the Institute for the purpose of making suggestions for its improvement and further development.

Members of the staff of the Division of Vocational Education assigned to work with the White House Conference on Education held in Washington November 28 to December 1 were Edna Amidon, Johnie Christian, W. T. Spanton, John Walsh, John Pope, and James H. Pearson.

E. J. Johnson of the Agricultural Education Branch participated in the National Safety Council Congress at Chicago, Ill., in late October. FFA members from 10 States were represented in the Congress.

LIFE MEMBERS

The *Journal* presents with pride a complete list of all persons to whom AVA Life Memberships have been issued through the years. Indicated in parentheses are the present locations of those who have left the state where they received their life memberships. Life Members now deceased are so identified with an asterisk. Is your state represented?

ALABAMA—Robert E. Cammack, Montgomery; Ben E. Harris, University; J. B. Hobdy, Union Spring; J. F. Ingram, Montgomery; Eldredge R. Plowden (Brazil); Rex Reagor Sullivan, University; Ted Williams, Birmingham; O. F. Wise, Montgomery.

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INDIANA—*Harry F. Ainsworth; Glen D. Barkes, New Albany; Russell J. Greenly (Pittsburgh, Pa.); *Adah Hess; *John A. Linke; H. G. McComb, Indianapolis; Z. M. Smith, Indianapolis; Harold B. Taylor, Indianapolis; G. F. Weber, South Bend; *Harry E. Wood.

IOWA—H. W. Carmichael, Des Moines; Florence Fallgatter, Ames; F. E. Moore (St. Louis, Missouri).

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MISSOURI—Hadley Technical Schools, St. Louis; F. J. Jeffrey (Orlando, Florida); O. H. Turner, Columbia.

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SOUTH DAKOTA—Laura Murray, Aberdeen.

TENNESSEE—Hugh J. Betts, Knoxville; Margaret Browder, Nashville; N. E. Fitzgerald, Knoxville; G. E. Freeman, Nashville; *O. C. Kirkman; Wilson New, Knoxville; Warren A. Seeley, Nashville; Clyde H. Wilson, Knoxville.

TEXAS—Vivian Johnson Adams, Lubbock; E. R. Alexander, College Station; *Charles R. Allen; Alba L. Anderson, Naples; William G. Behrens, San Antonio; E. L. R. Bilodeau (Honolulu, Hawaii); *Pascal Buckner; Charles Cyrus, Austin, Hartman Dignowity (Blacksburg, Va.); James R. D. Eddy, Austin; Engineering Member; Board of Education, Dallas; Harry B. Gerbens, Port Arthur; J. G. Grove, Commerce; Sam Hamilton, Fort Worth; Bess Heflin, Austin; Houston Industrial Teachers Association, Houston; Houston Technical Vocational School, Houston Ruth Huey, Austin; A. H. Hughey, El Paso; *N. S. Hunsdon; Charles A. Johnson, Houston; R. T. Kerr, Baytown; *Roy L. Martin; Elizabeth C. May, Prairie View; Kenneth Mills, Dallas; H. D. Peavy, Beaumont; Lillian Peek, Austin; Victor Randel, Huntsville; J. T. Reynolds, El Paso; J. M. Rooks, Orange; Henry Ross, College Station; J. B. Rutland, Austin; Walter J. Schiebel, Dallas; G. B. Trimble, Fort Worth; Margaret Weeks, Lubbock; *E. L. Williams; S. C. Wilson, Huntsville; *E. W. Wright.

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WASHINGTON—L. H. Bates, Tacoma; Edward James Griffin, Spokane; H. G. Halstead, Olympia; Nell Constance Kantner, Olympia.

WEST VIRGINIA—Lena M. Charter, Ravenswood; Walter A. Holden, Salem; John H. Lowe, Charleston; J. F. Marsh, Athens.

WISCONSIN—Christian Becker, Cudahy; Beloit Vocational School, Beloit; Board of Vocational Education, Wisconsin Rapids; Arthur W. Bouffard, Green Bay; Clyde A. Bowman, Menomonie; J. H. Brown, Madison; William George Bruce, Milwaukee; John Callahan, Madison; John B. Coleman, La Crosse; *R. L. Cooley; G. J. De Gelleke, Milwaukee; O. J. Door, Fond du Lac; *Harry O. Eiken; L. R. Evans; Harold S. Falk, Milwaukee; Wiyliam F. Faulkes, Madison; Ivan G. Fay, Madison; Marion V. Fels, Racine; Fond du Lac Vocational & Adult School, Fond du Lack, Elizabeth R. Fratt, Racine; C. L. Greiber, Madison; *A. R. Graham; *E. E. Gunn; *George P. Hambrecht; Herb Heilig (Port-au-Prince, Haiti); Janesville Vocational School,

(Continued on page 30)

AROUND THE NATION

WITH VOCATIONAL EDUCATION

NEGLECT OF TEACHERS DEPLORED BY INDUSTRY OFFICIAL

The importance of teachers as the keystone in education is often lost sight of in efforts to improve athletics, pass bond issues, and obtain school construction, an industry official declared recently.

"Important as these things are," said A. Lachlan Reed, director of industry-education relations for Minneapolis-Honeywell Regulator Company, "teachers really make or break education. They cost the most and contribute the most."

Reed told a meeting of the Northern Minnesota Education Association that despite the teacher's importance he is not paid what he is worth, is overworked, and is not as appreciated as he should be.

"Education, like the military," he said, "is overburdened with staff, with planners, with officers, with logistics people, special service people: butchers and bakers and candlestick makers. These make the army go—but the infantry is the queen of the battles, and the battle is the pay-off. In education, likewise, we have necessary and badly needed staff and special service people. But in education the classroom is the pay-off, and the good teacher makes the pay-off good."

Teachers can take steps to help correct this condition, Reed declared, by applying to school manpower problems some of the same production and sales techniques used by the successful business.

This means the teacher must have confidence in his ability to make a good "product"—better-trained youth. He must also have the equipment to acomplish this in the form of better training for himself. Finally, he must sell and sell his importance to the American people.

"This sales job," Reed said, "can be accomplished most effectively by stimulating the interest and support of pupils and parents and by closer cooperation with the more than 10,000 citizens' groups in America that are interested in education.

"There are now seven Chinese and Russians for every American," he added. "We've got to make that one American better than seven Communists in knowledge and skill—and in energetic interest in making the most of himself."

The Fifth Industrial Council

The subject for the 5th session of the Industrial Council at Renssalaer Polytechnic Institute was *The Pharmaceutical Industry*. The Industrial Council is composed of various industrial companies who are interested in acquainting social studies teachers with the philosophy and workings of industry. Each year a different industry undertakes to entertain about 600 such teachers at RPI for a two-day session. All travel, living and entertainment expenses during this time are underwritten by the Industrial Council.

In the past the automotive and the electrical industries have played host. This year the host was the pharmaceutical industry.

It is to be supposed that one of the objectives of the pharmaceutical industry in footing the bill to meet with social studies teachers is that they have become somewhat alarmed over what they fear young people may be thinking about the objectives and methods of American business.

There were two luncheon meetings and a dinner meeting at which top men of the pharmaceutical industry set the theme for the six panel discussions. Sitting at the table of each panel were six representatives of various companies, one educator, and a member of the RPI teaching staff. It was evident that, while the members of the panel were experts in their particular industrial fields, they were deficient in some of the areas pertinent to teaching social studies. Likewise, the social studies teachers evidenced phases of business in which they should be tutored. This, of course, emphasized the need for such conferences.

The discussion disclosed that the American businessmen, as represented by the pharmaceutical industry, are using methods of business in an economical system which they do not fully understand themselves. Catch phrases such as "the American way of life", "the free enterprise system", and "capitalistic system" are used to cover their own fundamental ignorance. All in all the social studies teachers were quite gentle in their treatment of their hosts.

On the other hand, the social studies teachers were weak at explaining the objectives of teaching and justifying their subject matter, and the time consumed in studying this material. The few science teachers who were present were much more emphatic and effective in justifying their subject.

Despite these weaknesses, which merely point up the need for such conferences, the meeting was most successful. The success came principally from two facts; first, the splendid organization designed for the comfort of the conferees, the well prepared speakers and the precision with which events were managed; and second, the all-out effort that industry made to present facts, some of them embarrassing, through the mouths of their top men.—FRANK J. COYLE, official delegate for the AVA.

———AVA———

Some of the footprints in the sands of time were made by heels.—*Teacher Tipper*

When you get to the end of your rope, tie a knot in it and hang on.—*Teacher Tipper*

No question a student asks is ridiculous—unless his instructor can't answer it.—*Teacher Tipper*

Above: U. S. Senator Karl Mundt, South Dakota, (center) poses with vocational agriculture students and instructor H. W. Gadda, Madison, S. D., as he accompanied the group on a project tour recently. Here is one of the finest techniques for letting your Washington representatives know exactly what is accomplished in vocational educational programs throughout their own districts.

Vo-ag Boys Progress in Forestry

The 1955 Cooperative FFA Forestry Program sponsored by the Seaboard Air Line Railroad Company continues to mark up gains in productive woodland achievement projects, according to Robert N. Hoskins, Industrial Forester, Seaboard Air Line Railroad Company.

Singled out for top recognition in the "55 program, the oldest farm youth forestry program which recognizes individual achievement on the farm boy's property, were Haven Nicely of the Effinger School in Rockbridge County, Va., Burtis Lee Craig of the Wesley Chapel School, Wesley Chapel, N. C., Clifford Owdom of the Edgefield School, Edgefield, S. C., Paul King of the Hahira School, Hahira, Ga., Clifford Dugger of the Sanderson School, Sanderson, Fla., and Peter Funderburg of the Pell City High School, Pell City, Ala.

Given cash awards by the Seaboard Air Line Railroad Company, with duplicate awards going to their teachers, these boys were honored at the National FFA Convention in Kansas City, Mo., at which time they told of their forestry and supervised farming programs.

The top twenty-four boys from Virginia, North and South Carolina, Georgia, Florida and Alabama had the following accomplishments: gum farmed 3,500 faces; thinned 286½ acres; planted 371,600 seedlings; improved 107 acres of timber stand; constructed 50.2 miles firebreak; selectively cut 60 acres; completed hardwood control on 76 acres; pruned 18 acres; and controlburned 25 acres. They harvested 765.4 units of pulpwood, 85,640 board feet of sawlogs, 7,195 fence posts, 361.5 cords fuelwood and 669 poles.

RAILWAY TIE MEN WILL BACK VO-AG

The nation's program of vocational agriculture was offered concrete, important backing when more than 500 persons in attendance at the 37th annual meeting of the Railway Tie Association (Oct. 26-28) approved a program of forestry conservation that was submitted by Robert N. Hoskins, Chairman, Timber Conservation Committee.

The first resolution on the three-point program is to "intensify conservation at grass roots levels through education and active participation." Each member of the Association is urged to activate conservation programs through vo-ag teachers, with the approval of state supervisors of agricultural education. Members are also asked to use every effort to strengthen the current program of vocational agriculture in the public schools as the "strongest means of grass roots conservation."

"This, the report goes on to say," could mean additional teachers and new departments in all states of the nation."

———AVA———

Failures are in reality a stern and often cruel preparation for success.—*Teacher Tipper*

A success is a man who knows when he knows not and at the same time knows enough to keep others from knowing.—*Teacher Tipper*

A diplomat is a person who can tell you to "go jump in the lake" and make you look forward to a refreshing dip.—*Teacher Tipper*

Art for the Handicapped

Announcement of a National Art Contest for the Handicapped was made recently by Melvin J. Mass, Chairman, The President's Committee on Employment of the Physically Handicapped. Sponsored by the Office of Vocational Rehabilitation, Department of Health, Education and Welfare; the President's Committee; the Veterans Administration; and the Morris Morgenstern Foundation, competition will bring cash awards totalling thousands of dollars to the winners.

Further information is available from the National Art Contest for the Handicapped, care of Morris Morgenstern Foundation, 119 W. 57th St., New York, N. Y.

Teachers throughout the nation are urged to see that eligible students submit entries.

Georgia Trust Gives $50,000 to Forestry Program

The Board of Directors of the Trust Company of Georgia has appropriated $50,000 to be used during the next two or three years to promote forestry and the development of forestry resources in the state.

A portion of the funds will be contributed to the Georgia State Board for Vocational Education for the employment of a full time forester to serve on the staff of the State Department of Agricultural Education. He will be responsible for the planning, direction and supervision of forestry instruction in the Georgia vocational agricultural program.

Another portion of the funds will be contributed to the School of Forestry of the University of Georgia to be used for summer school programs in forestry for vo-ag teachers in Georgia.

Half of the fund ($25,000) will be contributed toward the purchase of 100 tracts of forestry land of 10 to 15 acres each. The tracts will be given to 100 high schools with departments of vocational agriculture for demonstrations of forestry methods and practices and for student use as natural and conservation laboratories.

AVA's Executive Secretary to Dr. M. D. Mobley, in commenting on the on the program, said the leadership of the Georgia Trust Company should prove a fine example to banking institutions in other sttaes.

Martha Creighton To Represent AVA At White House Conference

Martha Creighton, Past President of the AVA and Head of the Home Economics Department, Virginia Polytechnic Institute, Blacksburg, has been invited by President Eisenhower to take part in the White House Conference on Education in Washington November 28-December 1.

The invitation entitles Miss Creighton to participate in the first national meeting on schools ever called by a President of the United States along with some 2,000 other citizens from 53 states and territories.

Participants in the White House Conference will discuss six subjects which have been studied previously in most of the 4,000 community and 53 State and Territorial conferences on education during 1955. The topics are:

(1) What should our schools accomplish? (2) In what ways can we organize our school systems more efficiently and economically? (3) What are our school building needs (4) How can we get enough good teachers—and keep them (5) How can we finance our schools—build and operate them (6) How can we obtain a continuing public interest in education.

Conference Director Clint Pace said discussion of the subjects well be by groups of eleven persons at each of 180 tables.

"Each table will attempt to reach consensus among its participants on the six subjects," he explained. "It is not the purpose of the Conference to take votes, but to determine the opinions of persons from every part of the country, representing many backgrounds and opinions, in an attempt to arrive at what the American people want from their schools and how they propose to obtain it. Results of the White House Conference will be one of the bases on which the White House Conference Committee will report to the President on the "significant and pressing problems in the field of education." Other parts of the report will include findings of state conferences and results of Committee's studies of the six subjects.

Russia's High School Graduate

Allen Dulles, Director of the Central Intelligence Agency, provides this picture of the Russian high school graduate today: he is 17 years old; he has compressed 12 years of work to ten because he studies six days a week and has had few holidays. He has had ten years of mathematics, seven years of languages, and nine in science. He has memorized more than 3,000 pages of text material.

———AVA———

The 1956 Convention of the American Personnel and Guidance Association is scheduled for Washington, D. C., March 26-29. Headquarters, Shoreham Hotel.

1955-56 NATIONAL OFFICERS, FUTURE FARMERS OF AMERICA

Left to right, Dan Dunham, Lakeview, Oregon, President; Terrell Benton, Jr., Jefferson, Georgia, Student Secretary; Dale Ring, Wooster, Ohio, Vice President, Central Region; Allen Colebank, Morgantown, West Virginia, Vice President, North Atlantic Region; Lennie Gamage, Cartersville, Virginia, Vice President, Southern Region, and Lynn Loosli, Ashton, Idaho, Vice President, Pacific Region.

Maj. Gen. John H. Stokes, Jr., holds a citation that pays tribute to the FFA as his honor guests—Star Farmer Joe Moore and Dan Dunham—beam with pride. Occasion: recent ceremonies in honor of the FFA that were sponsored by the Military District of Washington, at Ft. Myer, Virginia.

PERSONALS

Louise Moore Retires

Louise Moore retired on November first as specialist, girls' and women's training, Trade and Industrial Education Branch. Coming to the Office of Education in November, 1939, she saw service during the war production training years, and the subsequent decade when women's work in industry has become increasingly important.

A graduate of Wellesley College (A.B.) and Simmons College (M.Sc.), Miss Moore served in several fields before joining the Office of Education staff. She was a public high school teacher, a high school principal, factory personnel director, industrial plant supervisor of training, industrial engineer, industrial research specialist, assistant social welfare director, child labor inspector and State Civil Service assistant examiner.

Among Miss Moore's publications are a series of pamphlets written during the war production years and a series of bibliographies on girls' and women's occupations. She served as secretary for the committee that wrote the *Practical Nursing Analysis* and the *Practical Nursing Curriculum*. More recently Miss Moore was responsible for the publications, *Practical Nurse Training Comes of Age* and *Occupations for Girls and Women*.

During the time she was a member of the staff of the Division of Vocational Education she made many visits to vocational schools and programs that were serving women who were preparing for occupations in trades and industry. These observations made it possible for the Office of Education to have first hand information regarding the developments in programs in the several states.

Shortly following her retirement, Miss Moore plans to travel—strictly tourist. She will be in Cape Town, South Africa, in January, and will visit, among other African countries, Ethiopia and Egypt. She also plans to tour those parts of Europe she has not seen previously.

KIWANIS HONORS CHARLES W. SYLVESTER

Dr. Charles W. Sylvester, Treasurer of the AVA for the last 28 years, was honored by the Kiwanis Club of Baltimore City November 10.

Dr. Sylvester, who serves as Baltimore's Assistant Superintendent in charge of Vocational Education, was presented with a certificate of achievement that reads:

"The Kiwanis Club of Baltimore City presents this Certificate of Achievement to Dr. Charles W. Sylvester in recognition of his many years of service in vocational guidance and training for the youth of Baltimore and his outstanding contribution to the community."

J. B. Perky Honored

Vocational educators and distinguished guests joined in a *Tribute to J. B. Perky* at the 25th annual meeting of the Oklahoma Vocational Association Oklahoma City, Oct. 28.

With a brilliantly written script that was prepared by Roy P. Stewart of the DAILY OKLAHOMAN, Mr. Perky's colleagues and friends surprised him with a complete presentation—*This Is Your Life, James Barney Perky.*

Mr. Stewart introduced the "show" by saying:

"We have with us today a gentleman of distinction. It is true that his face has never appeared in a certain type of magazine advertisement but he has distinguished himself none the less, and it is also true that if his face were to appear in Oklahoma publications it would be known from the lower crossing of the Boktupulo to Boise City—from McKnight to Miami . . ."

Mr. Perky's life was reviewed from his birth in Texas in 1901 until the present time and his many contributions to the life and development of vocational education in Oklahoma and the nation were tabulated.

Introduced first into the program was Mr. Perky's sister, Mrs. S. D. Center, who said her brother was too large to carry around as an infant so she pulled or dragged him "which loosened up his anatomy and allowed him to grow."

Other participants were Oscar Holderby, President, Oklahoma National Stock Yards Company; Mary Perky (Mrs. J. B.); Bonnie Nicholson, head of the Veterans Agricultural Training Program in Oklahoma; Oliver Willham, President, Oklahoma A & M; Vernon Howell, Head, Cameron Agricultural College at Lawton; Roy Craig, member, Oklahoma State Board of Education; Blanche Portwood, State Supervisor of Home Economics Education; J. Kelly Mudd, State Supervisor of T & I; M. J. DeBenning, State Supervisor of DE; Thelma Dennis, Mr. Perky's secretary for 18 years; Paul Bryant; Roy Turner, former governor of Oklahoma; Byrle Killian, Assistant State Supervisor of Agricultural Education.

Out of state participants included J. Marion Adams, Arkansas State Director of Vocational Education, and Dr. M. D. Mobley, AVA Executive Secretary.

In attendance throughout the ceremonies was Mr. Perky's mother, Mrs. W. A. Perky.

In concluding the performance, Vernon Howell summarized the feelings of Mr. Perky's friends and co-workers when he said:

"It has been a pleasure for all of us to help bring some of the outstanding features of the life of J. B. Perky to public view. We, who have known him so long, and who have watched his work in building the great vocational program we have, salute him, and wish him happiness and more success through the rest of his story."

Executive Secretary Dr. M. D. Mobley and Vernon Howell at the mike for the program that paid tribute to J. B. Perky's contributions.

J. B. Perky (center) displays the silver tray that was presented to him when the Oklahoma Vocational Association presented *This Is Your Life, James Barney Perky.* Left, Dr. Oliver Willham, President, Oklahoma A & M. Right, former Governor Roy J. Turner of Sulphur, Oklahoma.

NEW OFFICERS

Indiana
Donald Pound, Terre Haute, President; Ronald Frette, Washington, Vice President; Virgil A. Telfer, Martinsville, Secretary.

Old Dominion (Virginia)
Mrs. P. C. Morgan, Franklin, President; E. L. Morse, South Hill, Executive Secretary-Treasurer.

Utah
Fay B. Thomas, President; Donald M. Budge, Secretary. Vice Presidents: Stephen J. Beeley, T & I; Andrew C. Baggs, Industrial Arts; Owen Westernskow, Agricultural Education; Virginia Poulson, Home Economics; Aubry L. Moody, Distributive Education. Past President Marie L. Williams serves as Advisor.

Idaho
Mrs. Helen Wilson, President; Calvin Crandall, 1st Vice President; Jack Clark, 2nd Vice President; William R. Swenson, Executive Secretary-Treasurer; Mrs. Mary Ayers, Assistant to Mr. Swenson.

Iowa
Ione T. Baal, President; James E. Hamilton, Vice President; Mark Z. Hendren, Secretary-Treasurer. Executive Council: Donald D. Rix, Agriculture; Frances C. Polley, Home Economics Ross C. Cramlet, T & I; C. E. Zink, Local Administrators; Edwin L. Nelson, Distributive Education; L. E. Wass, Member at Large; Stella Rachut, Member at Large; Frank Means, State Labor Commissioner; Wayne L. Pratt, State Director of Vocational Education; John W. Bell, Past President.

Kansas
Clarence C. Youse, President; F. E. Carpenter, Treasurer. Vice Presidents; Emery Graves, Agriculture; Katherine Tucker, Home Economics; Louise J. Keller, Business and Distributive; Floyd Holcomb, Industrial Education. (Executive Secretary, recording secretary, and membership chairman to be appointed by the Executive Committee).

North Dakota
Donna Wohl, President; Herman Larson, Vice President; Ben H. Barnard, Secretary Treasurer.

Tennessee
Mrs. Julia Clark, President; W. A. Seeley, Secretary-Treasurer. Vice Presidents: Patsy S. Steed, Home Economics; Billy Evans, Agriculture; J. R. Mathews, Distributive Education; Ralph Pennington, T & I.

Oklahoma
Ottie Flo Hall, President; Secretary-Treasurer, J. Kelly Mudd. Vice Presidents; Ernest Muncrief, Agriculture; M. J. Ruley, T & I; Robert K. Phelps, Industrial Arts; Mrs. Corinne Beck, Home Economics; Milton Worley, Distributive Education.

Virginia
L. E. Kent, President; Beth Jordan, President Elect; Mrs. Jane J. Vogeley, Immediate Past President Mrs. Mary McGinty, Secretary; John Robbins, Vice President at Large; L. A. Hill, Editor; Vice Presidents J. T. W. Mitchell, Agriculture; Dr. Kenneth Zimmer, Business Education; Mrs. Eleanor Hamilton, Distributive Education; Virginia Gulliam, Home Economics Richard Gibson, Industrial Arts; Kurt Schneider, T & I.

Then annual meeting of the **North Dakota Vocational Association** was held in Bismarck, N. D., October 20 in conjunction with the North Dakota Education Association's convention. In attendance at the NVDA breakfast meeting were 116 persons. Herbert Schaller, Editor, *Better Farming Methods*, was the featured speaker. Presiding was James A. Horton, President.

A display of AVA publications set up by the organization was included among the exhibits that were viewed throughout the week by 4,200 teachers and administrators.

10,000 SEE INDIANA EXHIBIT

Ten thousand Indiana State Fair-goers were estimated to have visited the Indiana Industrial Education Association exhibit on the ten days of the Fair, from August 31 to September 9. Projects from each of the IEA districts in the state drew the much-repeated remark, "this can't have been made by school kids!"

One gentleman complained bitterly to IIEA president, John Hinds, that the school in his community did not offer industrial education courses. Other overheard remarks reported by Don Pound, teacher-trainer, Indiana State Teachers College, included: "Isn't it wonderful what boys can do when givne an opportunity"; "I wish my boy had opportunities like these students have"; "I suppose the small school can't do this kind of work"; "I didn't know we had any schools in which students do this kind of work."

Projects on display included the work of students in almost every major industrial education area: woods, metals, electricity, printing, drafting, foundry and pattern-making, plastics, leathercraft, ceramics, and tailoring. Grades represented ranged from junior high school through the twelfth.

Live exhibits were demonstrated by students from those schools represented by the men supervising the exhibit each day and included work in crafts, lathe work on a 10" Sheldon lathe furnished by Vonnegut Hardware, Indianapolis, and printing on a hand press furnished by the Indianapolis Public Schools.

The work of setting up the exhibit, transporting projects to and from the Fair, and supervising the exhibit during its ten days of operation was accomplished by many IIEA members from every part of the state. Equipment for the exhibit area included booth material used for commercial exhibits at the annual IIEA convention and tables supplied by and delivered to the exhibit by the Indianapolis Public Schools. This equipment was set up by William Amthor, Ernest Thiel and Al Smith, Indianapolis and Bill James, exhibit chairman, Anderson.

Colorado Promotes Vo-Ed

The Colorado State Board for Vocational Education is promoting vocational education in Colorado in an unusual yet effective manner through the use of an attractive display.

This display was built in the form of a large shipping crate which, when opened, exposes a story of vocational education in Colorado through the use of color transparencies and attractive show cards.

The display was constructed by the vocational agriculture teachers in Logan County at no expense to the State Board except for materials. Fred Ricks and Irving Cross, Sterling High School agriculture instructors, and Hilbert Kahl and Rodney Anderson, vocational agriculture instructors at Northeastern Junior College, assumed the main responsibility for its construction. Other vocational agriculture instructors assisting were: Duane Fountain, Crook; Don Bergman, Peetz; George Popjoy, Fleming; Veryl Allen, Merino; Dale Hanna and Howard Zollner of Fort Morgan.

The first showing was in the Palace of Agriculture at the Colorado State Fair, where thousands of persons had an opportunity to see the display and take home illustrated pamphlets which further explained the Colorado vocational programs.

Future county fairs and meetings will have the exhibit on display frequently.

Colorado will make sure that this vocational exhibit is viewed by thousands throughout the year.

PAUL S. BARRETT

Dr. Paul S. Barrett, Director of the Georgia Division of Rehabilitation Services for the past 19 years died September 30. He had gone to Savannah on official business and was preparing to return to his office when he had a fatal heart attack.

For 23 years Mr. Barrett devoted his life to the advancement of Georgia's state services. For the past 20 years, under his leadership, Georgia has been first in the nation in the number of persons rehabilitated (on a basis of populations). For the past three years the Georgia program rehabilitated more persons than any other program in the nation. During the fiscal year 1954-55 the results in Georgia exceeded those of any other state by more than 1,000 persons, regardless of populations.

During the final state conference that Mr. Barrett directed he received a telegram from President Eisenhower who congratulated him on his outstanding program and commended him for his leadership in the field of rehabilitation services. At the same time Mary Switzer, Director of the national office of Vocational Rehabilitation paid public tribute to Mr. Barrett for his services and for his influence on federal legislation that has been enacted to help the disabled.

Shortly after World War I, Mr. Barrett served with the American Relief Administration, directing distribution of grain supplies in Russia. It is believed that his consuming interest in vocational rehabilitation grew out of his Russian experiences.

A native of Atwater in Upson County, Mr. Barrett more recently made his home in Union City which was founded by his father, the late Charles S. Barrett, for 30 years President of the National Farmers Union.

In reporting Mr. Barrett's death, the ATLANTA JOURNAL AND CONSTITUTION said:

"Vocational rehabilitation in Georgia and the nation has lost a tireless worker, an experienced executive. His efforts in this field long will be remembered."

——AVA——

The T, and I, section of the **Oklahoma Vocational Association** held a meeting at Capitol Hill High School in Oklahoma City October 28. Virgin Huston of Bartlesville was Chairman.

The theme of the program was 'Better Shop Organization.' Clarence D. Deal, radio instructor, Oklahoma City, and William A. Davis, carpentry instructor from Miami, made presentations. Mr. Davis gave a description of a trailer which was built by his trade carpentry class. The trailer provides excellent facilities for the class when they work on a construction job away from the shop and it also provides excellent camping accommodations. Tools and benches can be removed in a jiffy and replaced with stoves and other necessities that add to an overnight outing taken on occasions by the trade carpentry boys.

Mr. Deal stressed the importance of having worthwhile work in the vocational shop. He also discussed the benefits of students being carefully assigned through daily work schedule.

AVA OFFERS PORTABLE EXHIBIT TO STATE GROUPS

For the first time AVA headquarters in Washington, D. C., has available a portable exhibit that can b eused by state groups as part of their exhibits at annual conventions.

The folding unit is captioned "You and the AVA." The center section lists benefits that the AVA as an organization offers to members; one side panel advertises the AMERICAN VOCATIONAL JOURNAL; another side panel advertises the research and publication services of the headquarters' office.

The exhibit is on display for the first time at the AVA Convention in Atlantic City.

A picture and more information will be presented in the January, 1956 issue of the JOURNAL.

L. S. Starrett Celebrates 75th Year

The L. S. Starrett Company, Athol, Mass., is celebrating its 75th year of precision toolmaking. L. S. Starrett manufactures precision tools, dial indicators, steel tapes, ground flat stock, hacksaws, band saws, and band knives.

As part of a special advertising program that is coordinated with Starrett's 75th birthday, Harry E. Masters, Educational Director, is honored for his long and distinguished career with the company.

Mr. Masters is well known to AVA members throughout the country. He is an active member of The Ship and serves as Deck Officer for the 49th Annual Vocational Meeting in Atlantic City.

ATTENTION STATE VOCATIONAL ASSOCIATION PRESIDENTS!

The February, 1956 issue of the American Vocational Journal will feature pictures of presidents of all AVA-affiliated state associations.

The JOURNAL office will appreciate it very much if presidents will forward their pictures on or before December 20, 1955 to AVA headquarters, 1010 Vermont Ave., N.W., Washington 5, D.C.

Let's have 100 per cent representation this year!

IN THE STATE LEGISLATURES

In 1955 the North Dakota legislature enacted into law a bill providing for the establishment of a state board of public school education—to consist of the Governor (chairman); the attorney general; the superintendent of public instruction; one person selected from the North Dakota Education Association; and one person selected from the North Dakota School Officers Association.

Vocational rehabilitation, guidance services, business and distributive education; vocational agriculture, vocational home economics; trades and industry, and high school correspondence—all formerly under the Supervisor of the Board of Higher Education—have been transferred through the enactment of this law to the State Board of Public School Education.

IS THIS EDUCATION?

I can solve a quadratic equation but I cannot keep my bank balance straight.

I can read Goethe's "Faust' in the original, but I cannot ask for a piece of bread ' in German.

I can name the kings of England since the War of Roses, but I do not know the qualifications of the candidates in the coming election.

I know the economic theories of Malthus and Adam Smith, but I cannot live within my income.

I can recognize the 'leit-motif" of a Wagner Opera, but I cannot sing in tune.

I can explain the principles of hydraulics, but I cannot fix a leak in the kitchen fauset.

I have studied the psychology of James and Titchener, but I cannot control my own temper.

I can conjugate Latin verbs, but I cannot write legibly.

I can recite hundreds of lines of Shakespeare, but I do not know the 23rd Psalm.

T. J. McCurley, Director of Vocational Education, Macon, Ga.; Dr. M. D. Mobley; Miss Hennilu Hughes and H. D. G. Hughes (daughter and son of the late Dudley M. Hughes) at dedication ceremonies for the new Dudley M. Hughes Vocational School in Macon held on October 5.

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LETTERS TO THE EDITOR

Dear Mr. Mobley:

Your letter to Life Members under date of November 10 warmed my heart. I wish that it were possible for me to attend the AVA convention and perhaps to meet with some men I knew in the old days. It was possible for me to attend the last convention at San Francisco for a day and I realize from the experience how fine a meeting of Life Members could be.

I went into trade and industrial work in the fall of 1918 in Ohio, stationed at first as teacher trainer at Lima. I was local director for several years at Toledo. After serving the Veteran's Bureau out of the Cincinnati Office I went to Kansas as a teacher trainer under C. M. Miller. Soon I was state supervisor and I continued until 1945. It was at the time of the Kansas City meeting that I became a Life Member of AVA.

It is a pleasure to receive the AMERICAN VOCATIONAL JOURNAL. Often I see a familiar face or a name on its pages. I have visited the vocational program here in Stockton and find it a very solid program.

Our daughter, Mrs. Leonard Potter, has returned to teaching vocational homemaking at Frontenac, Kansas. From her letters I get a realization of how practical, how habit forming and character building such a program really is. As I tell her, a girl can learnhow to divide 769 into 124,659,876,444, but the chances are she will never need to use the skill.

But when it comes to washing up a very dirty child and washing and ironing the laundry, that is practical!

In case you are still reading, please accept my thanks for the invitation. Thanks for the JOURNAL. I ask God's continued blessing on the work in all its branches.

Yours for VE—LAURENCE PARKER, Occidental Life Insurance Company of California, Stockton, Calif.

Life Members

(Continued from page 21)

Janesville; *Margaret Johnston; L. M. Kenny, Cudahy; Roger Kimball, Kenosha; Ralph Kingsley, Kenosha; *Walter J. Kohler; A. A. Kruschke, Two Rivers; A. J. Lindemann, Milwaukee; Frank A. Maas, Milwaukee; Manitowoc School of Vocational & Adult Education, Manitowoc; Alma Ganz McClyman, Wisconsin Dells; Neenah Paper Company, Neenah; B. E. Nelson, Menomonie; Harold G. Noyes (Rumford, Maine); *Henry Ohl, Jr.; Milton Potter, Milwaukee; Racine Vocational and Adult School, Racine; *E. F. Randall; William F. Rasche, Milwaukee; *Dora M. Rude; Carlton Saecker, Appleton; L. M. Sasman (Cairo, Egypt); S. Gwyn Scanlan, Madison; *E. W. Schultz; *F. J. Sensenbrenner; Frank Shattuck, Neenah; Sheboygan Vocational School, Sheboygan; Harlan J. Shufelt, Racine; Jacob Spies, Sheboygan; George S. Strombeck, Racine; Emma H. Toule, Green Bay; Jennie M. Turner, Middleton; Watertown Vocational & Adult School, Watertown; West Allis Board of Vocational & Adult Education (3), West Allis; Wisconsin Association of Vocational & Adult Education, Madison; Jessel S. Whyte, Kenosha.

WYOMING—Sam Hitchcock, Cheyenne.

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Valdosta, Georgia

Above: Newly elected Ohio Vocational Association officers, l. to r.: Paul Mechling, President (teacher of vo-ag); Merl Strong, Treasurer; and Mrs. Orpha Palmer.

Below: Teachers need an opportunity to express themselves in free discussion. Here Dallas Cornett, vo-ag teacher, Pleasant Township, gives vent to his feelings at the business meeting, Ohio Vocational Association, Columbus, October 8. Ohio encourages members to express opinions in meetings and thereby stimulate interest.

Plan Your '56 Meeting NOW!

By Ralph Woodin, Executive Secretary, Ohio Vocational Association

Now is the time to start work on a state vocational convention which may be held next year! That's the experience of officers and committee members of the Ohio Vocational Association who held their Eighth Annual Convention at the Southern Hotel in Columbus on October 7 and 8.

More than one member of the Ohio Vocational Association said that this year's convention was the best we have had. Each year these conventions play an increasingly important role in the work of vocational education in Ohio and the Ohio Vocational Association. The meeting provides the one opportunity during the year for vocational educators in four services to come together for an exchange of ideas, a better understanding of each other's work, and a new inspiration for the task which lies ahead.

The importance of planning a year in advance cannot be overestimated according to C. J. Cotrell of the Trade and Industrial Education Service, who was Chairman of the Annual Planning Committee. Cotrell was named chairman of this year's convention nearly a year ago.

Last November, he called together his new committee and by January, 1955 they presented a preliminary plan for the recent convention to the Executive Council. From then on there was sufficient time to make arrangements for hotels and meeting places, to inform committees, and to follw-up the work of the many who were working and planning for the '55 meeting.

E. E. Hart, Co-ordinator of Industrial Education in Cincinnati and President of the Ohio Vocational Association, believes in extending participation in an annual meeting to as many of the members as possible. His knack for organization is shown in the list of convention committees. A total of 22 members served on such committees as the Planning Committee, Registration Committee, Committee on Exhibits, Committee on Guests and Reception, Committee on House, Committee on Speakers, Committee on Entertainment, Committee on Annual Banquet, one for Decorations, one for Publicity, and one for Program Printing and Development. Each of these committees in turn involved other members until, as usual, as a result, over 100 persons participated directly in planning and carrying out various details.

"Convention goers expect to have a good time, and we tried to give them one," says Mrs. Elaine Marten, District Supervisor of Home Economics, who had charge of banquet preparations. Mrs. Marten believes that a good banquet menu, comfortable meeting facilities, favors for guests, appropriate flowers, and decorations are a big help in making the annual meeting an enjoyable occasion.

A good vocational convention should provide teachers with some answers to current problems according to Paul Mechling, President Elect of the Ohio Vocational Association.

Another important reason for state vocational conventions is to provide a democratic framework for member participation according to Ralph A. Howard, Ohio State Director of Vocational Education. Mr. Howard believes that much of the success of the Ohio Vocational Association is due to the safe guards which have been written into the constitution of the Ohio Vocational Association in order to provide that every member may have a voice in the Association's business and that it be a teacher organization representing the true thinking of the membership rather than an organization made up largely of administrative officers.

In looking over the past eight years of annual conventions, the Ohio Vocational Association has this to recommend to officers who are planning for such meetings: (1) start planning early, (2) organize so that as many members as possible can help, (3) give folks an enjoyable time, (4) provide some answers to current problems, and (5) provide a democratic framework for membership praticipation and understanding.

PRINTING CONFERENCE

Otis H. Chidester, Head of the Printing Department, Tucson Senior High School, Tuscon, Arizona, and President of International Graphic Arts Education Association, announces that the next Annual Conference on Printing Education will be held at Santa Barbara College, University of California, Santa Barbara, California, during the week of August 5-10, 1956. The International Graphic Arts Education Association, now in its 36th year, is the professional organization of graphic arts teachers.

———AVA———

The **Madison, Wis., Vocational and Adult School** launched an array of television firsts when it returned to the air over WHA-TV October 6. One was the first annual report in the nation made to taxpayers by a public agency via TV. R. W. Bardwell, Director of the school, was "star" of the show.

Books and Bulletins

Topsoil and Civilization, by Tom Dale and Vernon Gill Carter. The University of Oklahoma Press, Norman, Okla., 1955. 270 pages, $3.95.

In this unique approach to history and conservation world history is considered from the standpoint of man's relation to the sustaining land. The land on which he has lived has the focus of attention.

———AVA———

Gem Cutting, by John Sinkankas. D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, N. J., 1955. 413 pages, $8.95.

Subtitled *A Lapidary's Manual,* this complete handbook covers the subject from how to prospect for gem material to how to locate and join clubs of enthusiasts.

———AVA———

Automotive Electrical Equipment, by William H. Crouse, McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y. 489 pages.

One of a series of five books—the McGraw-Hill Automotive Mechanics Series — this third edition is part of a complete coverage of the construction, operation and maintenance of automobiles.

———AVA———

Architects' Detail Sheets, edited by Edward D. Mills. Philosophical Library, 15 E. 40th St., New York 20, N. Y., 1955. 227 pages, $12.00.

A second series of 96 selected sheets, this volume consists entirely of specially prepared scale drawings and photophis. The work of nearly 70 designers is represented.

———AVA———

Modern Oscilloscopes and Their Uses, by Jacob H. Ruiter, Jr. Rinehart & Company, Inc., 232 Madison ve., New York 16, N. Y., 1955. 346 pages, $6.50.

An entirely new chapter of particular importance to the technician on quantitative measurements has been added to this revised edition.

———AVA———

The Modern Building Encyclopaedia, edited by N. W. Kay. The Philosophical Library, 15 E. 40th St., New York 16, N. Y., 1955. 767 pages, $15.

More than 30 expert writers have contributed to this comprehensive reference work which covers the requirements of the contractor, the craftsman, the student and the apprentice. Four thousand A-Z entries cover the terms used in the theory and practice of present day building techniques.

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Community Surveys for Educational Purposes. Industrial Education Department, Mississippi State College, State College, Miss., 1953. 67 pages, $1 (for out-of-state orders only).

This handbook of suggested techniques for conducting community occupational surveys and follow-up studies was developed from a program that was taught by James R. D. Eddy.

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Soviet Professional Manpower, by Nicholas DeWitt. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 1955. 400 pages, $1.250.

In a foreword, Alan T. Waterman, Director, National Science Foundation, explains:

"The National Science Foundation has felt that a scholarly study of the Soviet educational system and its methods of training Soviet professional manpower, carefully compiled and analyzed from authoritative sources, would be in the public interest. Accordingly, we have been glad to furnish financial support to the project undertaken for this purpose by the Office of Scientific Personnel of the National Academy of Sciences-National Research Council, under the direction of Dr. M. H. Trytten."

Based on exhaustive research, the completed work covers the Soviet educational effort during the past 25 years. AVA members will have special interest in the entire volume and, particularly, in the many references to Russian training programs that are comparable to the system of public vocational training in the U. S.

In a description of the general setting of the Soviet educational system, the author quotes:

"In order to meet the growing demand for specialized and skilled manpower, Soviet educational policy has been increasingly more heavily aimed, at all educational levels, toward the promotion of those types of training which stress concrete knowledge. Because of this stress the rational-technical feature becomes one of the prominent aspects of Russian education."

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"The importance of research to every aspect of modern living, the vital role of research in education, the crying need for increased emphasis on research in vocational education, the benefits to be reaped from expanded study of vocational education problems, and the individual teacher's place in the program of research are all discussed in this AVA publication.

"This publication has been prepared for vocational educators by the Committee on Research and Publications of the AVA. It is the direct result of a conference of trade and industrial educators who met in Washington, D. C., June 13-17, 1955, at the invitation of the Vocational Education Branch of the U. S. Office of Education to discuss problems of research. If it helps to increase the AVA member's degree of interest, regard for, and expectancy of educational research, it will have achieved its purpose."

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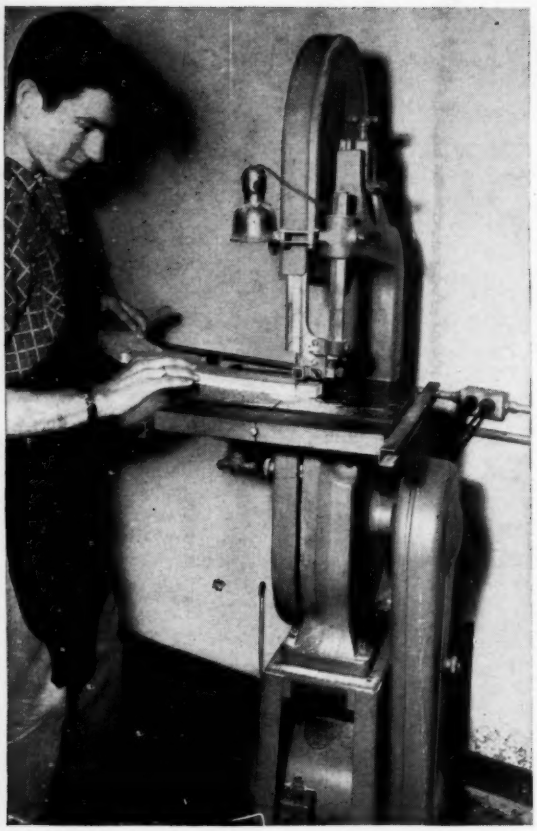

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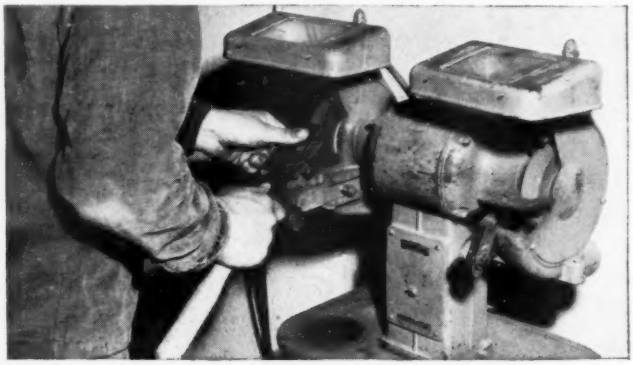

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